

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

Reading instruction across PreK–5 at our school is designed to develop foundational literacy skills and support comprehension through a structured approach that includes oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. These components are embedded in both formal and informal assessments and instructional practices to ensure all students meet grade-level English/Language Arts standards. Teachers use ongoing formal and informal reading assessments and practices to plan, progress monitor, and evaluate student knowledge of English/Language Arts standards.

myIGDIs a formal researched based assessment that our Pre-Kindergarten students are administered individually to assess oral language, phonological awareness, alphabet knowledge, and comprehension. Measures include picture naming, rhyming, sound identification, alliteration, and which one doesn't belong. The data from these curriculum-based measures help our teachers identify students who need additional support in foundational reading areas and to monitor their progress. myIGDIs aligns with the science of reading by providing valid, research-based assessments for preschool students that measure key early literacy skills.

The STAR Early Literacy/STAR Reading CBM assessment is a formal computer-based assessment designed to measure early literacy skills of our students in kindergarten through third grade. This assessment is administered three times a year to assess skills such as phonemic awareness, phonics, vocabulary, and comprehension. It provides teachers with accurate data to inform next steps and guide every student towards reading proficiency.

Teachers also use Orton Gillingham Beginning Reading Skills informal assessments to evaluate student knowledge of sounds, letter patterns, and syllable types, as well as their reading and spelling skills. During the first weeks of school, our K-2 teachers use these assessments to determine students' prior knowledge, identify strengths and weaknesses, and provide a baseline for future learning. Our teachers use these beginning-of-the-year

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

assessments to determine which phonemic patterns to teach, analyze written expression, and prescribe explicit instruction responsive to the needs of their students. According to the science of reading, learning to read does not happen naturally for students, so our teachers directly and explicitly teach these foundational skills through the Orton Gillingham and McGraw Hill Wonders curriculum. Our K-2 teachers utilize multisensory methods to explicitly teach students the connection between letters and sounds to develop decoding, encoding, phonemic awareness, and reading comprehension through a step-by-step, structured approach. This is applied during Tier 1 instruction and reinforced through targeted small-group strategies to foster proficient literacy. In grades 3-5, teachers use multisensory, explicit, and systematic methods to teach morphology, often beginning with simpler affixes and progressing to more complex Latin and Greek roots, helping students decode and understand unfamiliar words.

Teachers at our school who have not received the Orton Gillingham training are employing strategies from the Learning A-Z curriculum. Learning A-Z is a comprehensive approach aligned with the Science of Reading, which provides the research-based principles for effective reading instruction, focusing on a phonemic awareness, phonics, fluency, vocabulary, and comprehension. The platform includes a variety of digital and printable resources, such as games, songs, videos, and interactive activities, to engage students and create a multimodal learning experience. Teachers implement these activities in a variety of flexible instructional settings, including whole group, stations, and 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.

Our teachers utilize Orton Gillingham and LETRS assessments to assess phonemic and phonological awareness, phonics, and word recognition. These assessments help teachers identify which concepts the students have learned, and which concepts need to be taught.

The Renaissance STAR CBM is an assessment tool our teachers are using to screen for learning gaps, inform instructional planning, monitor student progress over time, and guide interventions by identifying specific strengths and areas for growth in reading. Renaissance STAR CBM data helps teachers understand what skills students know and which skills they are ready to learn next.

Lexia Core 5 is an additional tool our teachers utilize to support learning gaps by using a personalized, data-driven approach that targets specific skill deficits with explicit, systematic instruction in reading. The program's embedded assessments provide real-time data on student progress, allowing teachers to identify and address gaps with targeted teacher directed lessons and providing students with customized online paths to build skills in areas like phonics, vocabulary, and comprehension.

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.

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

STAR Early Literacy Assessment and STAR Reading Enterprise Assessment are universal screeners our school employs to determine students in need of additional support to meet learning goals. The data from universal screeners helps our teachers and administrators identify which students are at risk and monitor whether students are equitably growing at needed rates. The universal screeners are administered to all students in PreK-5th grade, typically in the fall, winter, and spring of the academic year. Screeners assess foundational reading skills, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. These assessments provide detailed insights into specific areas of reading deficits, focusing on either word recognition or language comprehension. The universal screener data is interpreted to identify students scoring below grade level. It's also used to classify students based on their specific needs, such as those struggling with word recognition versus those needing support in language comprehension.

While STAR Renaissance provides valuable data, it is just one piece of the puzzle. Our teachers use a range of assessments that include district common formative assessments, Orton Gillingham diagnostic assessments, and their own classroom evaluations to fully understand each child's performance.

Teachers analyze the assessment results to pinpoint precise areas of difficulty (e.g., decoding skills, vocabulary knowledge). The results are further used to determine if deficits are primarily in word recognition (decoding and fluency) or language comprehension (understanding and interpreting text). These assessments are utilized to target students whose diagnostic assessments indicate significant struggles with decoding and fluency. In order to support these students, teachers will utilize phonics-based intervention focusing on letter-sound relationships. Students also engage in high frequency word practice in addition to guided reading sessions to develop fluency.

Intervention strategies include explicit vocabulary instruction and practice. Comprehension strategies such as summarizing, predicting, and questioning are utilized to help students become active readers who can make sense of text and derive meaning. Narrative and informational texts are also utilized to build background knowledge and context.

Renaissance Freckle is an instructional resource that our teachers also use to monitor progress with students' retention of word recognition and language comprehension skills. The teacher dashboard provides them with detailed reports on student progress and areas of struggle, allowing them to track growth and assign targeted practice based on performance and identified skill gaps. By using the "Tracker" feature, teachers can monitor daily and long-term growth in specific skill areas, providing ongoing insight into student performance to guide instruction.

Our teachers monitor student progress bi-weekly using progress monitoring tools such as STAR CBMS, reading records, and Renaissance Freckle. Teachers are encouraged to analyze this data to inform instructional practice and adjust interventions. The STAR Progress Monitoring assessment is also used monthly to help teachers determine if interventions are working and to guide instruction.

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

Teachers are encouraged to adjust interventions based on data to ensure effectiveness and student growth. Monthly team meetings are conducted during the last week of each month with educators and intervention specialists to review student progress and modify pathways, as necessary. Professional learning opportunities are also provided to assist teachers with interpreting screener and diagnostic data effectively.

We engage stakeholders by sharing assessment results and intervention plans with parents and guardians to foster a collaborative approach. Each quarter, teachers meet with the parents of our students who are showing deficiencies in reading. During parent teacher conferences, our teachers share interventions that they are using in class and share resources and strategies that parents can utilize at home.

By systematically utilizing universal screener and diagnostic assessment data, our school is committed to providing targeted interventions that address the specific needs of students struggling with reading proficiency. This structured approach ensures that all students receive the support necessary to improve their reading skills and achieve grade-level proficiency.

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.

Communication is the heart of a healthy classroom. Therefore, a schoolwide system is in place to ensure that parents receive ongoing communication about their child's progress towards the South Carolina College and Career Readiness Standards in reading and writing. Communication folders containing classwork and assessments are sent home with students on the first and third Wednesdays of each month. Sending work home regularly allows parents to see what skills their child is having challenges with, enabling them to provide targeted support and practice at home.

Weekly newsletters are another communication tool used to connect with the parents of our students. Newsletters help inform parents about ways they can support their child at home by highlighting literacy skills that are being taught as well as tips and resources that parents can use to support literacy learning at home. Strategies to support reading comprehension are sent home with the weekly newsletter. Parents receive a read aloud routine that includes before reading interactions to activate prior knowledge, during reading activities to model thinking aloud and ask questions, and after reading discussions to summarize, analyze, and connect the text to personal experiences.

Teachers also communicate with parents through Talking points, an online platform that allows teachers to engage in school-to-home communication in real time. Talking points help teachers communicate with our diverse population by offering a translation feature that helps the parents of our multi-language learners stay informed by reducing barriers and allowing them to connect with teachers. Teachers use this platform to share videos that include demonstration lessons to aid parents with teaching reading comprehension strategies such as inferring, analyzing, and summarizing.

During quarterly parent-teacher conferences, teachers meet with parents to share student progress, strengths, and areas for improvement towards mastery of literacy skills. Teachers also share strategies that parents can use to help strengthen their child's literacy skills during conferences and school-based literacy nights.

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.

Teachers use informal assessments such as common formative assessments, quick checks, and exit tickets to evaluate mastery of concepts taught. They provide teachers with a quick and efficient way to gauge student understanding of a lesson and identify areas of confusion. Teachers are able use this information to form small groups, set up individual student conferences, or create conferring groups that are tailored to students' specific strengths and weaknesses, allowing them to be more precise and effective.

Our school also uses formal assessment tools to monitor the reading achievement and growth of our Prekindergarten through fifth grade students. The myIGDIs assessment, STAR Early Literacy Skills assessment, and STAR Reading Enterprise assessment are interim assessments administered three times a year to evaluate our student's early literacy skills and help teachers identify areas that may need additional support. The Mastery View Predictive Assessment is a formative predictive assessment our school district uses to measure student progress towards mastery state standards. By assessing these skills, teachers are able to determine what standards they need to teach next and how to adjust their teaching strategies to help ensure students meet grade level expectations. District Common Formative Assessments are district wide assessments that were developed to monitor student learning throughout the learning process.

At the conclusion of the testing window, grade level teams, instructional support, and administrators collaborate to discuss and analyze data to identify students that are having difficulties, examine which instructional decisions were successful, and determine areas of improvement to help students achieve mastery of literacy skills.

Each month, teachers and interventionists come together to analyze student performance data including data points such as progress monitoring assessments, district common formative assessments, and classwork samples. These collaborative meetings focus especially on students identified as needing *urgent intervention* or *intervention*, providing a structured space to share insights into individual student progress. This shared analysis fosters meaningful dialogue, where teachers and interventionists contribute their observations and expertise to better understand and create actionable plans responsive to the student's needs. These meetings embody a collective efficacy approach grounded in the belief that through collaboration and shared responsibility, educators can positively impact student achievement.

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.

Ongoing professional learning opportunities are provided to help teachers strengthen their literacy knowledge and instructional practices. LETRS is a professional development opportunity that our early childhood teachers, elementary teachers, and administrators participate in that teaches them the how, what, and why of literacy acquisition to help them improve reading, writing, and spelling instruction for students. This is an intensive program

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

that consists of monthly online training sessions and self-paced modules that cover a range of topics such as oral language, phonics, vocabulary, comprehension, and writing. Teachers will also participate in peer-to-peer professional development focused on the Orton Gillingham structured literacy approach. Teachers will learn how to use this multi-sensory approach to teach reading and writing skills in a more explicit, structured, and sequential manner. This training is designed in a series where teacher leaders will present one component of the five-part lesson plan for their colleagues to learn and practice each professional development session. Additional training is also provided through weekly guided planning and Professional Learning Communities (PLC's). During guided planning sessions and PLC's, teachers collaborate with colleagues and instructional leaders to deconstruct the South Carolina College and Career Ready Standards to gain clarity of the standard to create assessments and learning engagements that align to the skills that support early learning comprehension. Lastly, teachers receive training through student-centered coaching cycles. This may involve in-depth work with an individual teacher, pair, or grade-level team. Through this sustained partnership, the teacher and Reading Coach set standard-based literacy goals, develop learning targets, co-plan, co-teach, and self-reflect to assess student and teaching learning.

Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none">• Deconstructing the SC College and Career Readiness Standards to create learning intentions and success criteria• Utilizing the SC College and Career Readiness Standards with fidelity to plan effective daily instruction• Crafting lessons and learning experiences to align with the intent of the indicator• Implementing phonological awareness and phonics decoding instruction with fidelity by utilizing evidence-based practices aligned with the Science of Reading.• Working together collectively to collect and analyze data	<ul style="list-style-type: none">• Teaching and guiding students to independently use strategies to read and comprehend challenging texts• Consistently using multisensory approaches across grade levels to provide literacy instruction• Using data collected and analyzed to create intentional action plans to accomplish goals• Teaching and guiding students to independently use strategies to read and comprehend challenging texts• Implementing ongoing progress monitoring to assess how students respond to instruction and making progress towards their goals• Providing a sufficient amount of time for sustained independent reading/writing and conferring with students

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).

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

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 [two school years prior] as determined by SC READY from <u>42.9</u> % to 32.9 % in the spring of [previous school year].</p>	<p>Progress: Not Met The percentage of third grades scoring Does Not Meet increased from 42.9% to 43.9%.</p>
<p><u>Previous Goal #2:</u> By 2024, we will increase the percentage of parents and families attending workshops/events focused on building literacy from 5.4% to 25%.</p>	<p>Progress: Not Met We did meet our goal of 25% in attendance to our Grandparents Day event. However, we did not reach our goal of 25% in reference to other events held during the year.</p> <p>Family Literacy Night-85 in attendance 100 Men Read-75 in attendance 100 Women Read-80 in attendance Grandparents Day-250 in attendance</p>
<p><u>Previous Goal #3:</u> During the 2024-2025 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>Progress: Met Teachers received ongoing support focused on standards deconstruction and utilizing formative data to plan, execute, and reflect on daily instructional practices at the following professional development opportunities listed below:</p> <ul style="list-style-type: none"> • PLC Meetings • Guided Planning Sessions • Monday afterschool professional learning opportunities • On-site support with external literacy consultants • Coaching cycles

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

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
<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>33.9</u> % to <u>43.9</u> % in the spring of 2026.	<ul style="list-style-type: none">• Utilizing SC State Standards and indicators to create learning intentions and observable success criteria observable criteria that show students what success looks like for learning, allowing students to monitor their own progress• Using the SC State Standards to explicitly teach the literacy skills and strategies of reading, writing, listening, and speaking to engage students in all content areas• Engaging in daily use of the structured literacy instructional framework to engage students in meaningful reading and writing experiences• Participating in weekly PLC/Guided Planning meetings to analyze data, assess, reflect, adjust practices, and develop an action plan for student success• Analyzing reading records monthly to progress monitor students' reading levels and behaviors to create and inform small groups• Analyze data from the Renaissance STAR Progress Monitoring Assessment monthly to track student growth during interventions and adjust interventions to improve student outcomes

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

<p><u>Current Goal #2:</u> By the end of the 2025-2026 school year, 25% of families will have participated in at least one literacy-focused event, workshop, or activity designed to support reading at home, resulting in increased student engagement and growth in reading.</p>	<ul style="list-style-type: none"> • Monthly Family Reading Logs: Families submit a simple log (paper or digital) indicating shared reading time. • Quarterly Surveys: Collect feedback on reading habits and engagement. • Event Attendance Tracking: Monitor participation in Family Literacy Nights and workshops. • Classroom Reflections: Teachers collect anecdotal evidence or student reflections on home reading experiences. <p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Review participation data monthly. • Share progress updates with staff and families. • Adjust strategies based on feedback and participation trends.
<p><u>Current Goal #3:</u> 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.</p>	<ul style="list-style-type: none"> • 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 a teacher survey 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.

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

	<ul style="list-style-type: none">• 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.
--	--