

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? 14
- 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? 2
- 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-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 our school, reading and writing instruction is grounded in the Reading and Writing Workshop Model, providing a student-centered, balanced literacy approach that emphasizes independence, choice, and authentic reading and writing experiences. Instruction is aligned with the South Carolina College and Career Ready (SCCCR) Standards, ensuring students receive high-quality, standards-based instruction across all literacy domains.

Students in grades K–5 engage in a comprehensive literacy block totaling 150–180 minutes daily, which includes reading, writing, and word study. Instruction is supported through McGraw-Hill Wonders, a standards-based literacy program that integrates explicit, systematic instruction in:

- Oral Language – Building listening and speaking skills through daily read-alouds, discussions, and collaborative conversations.
- Phonological Awareness – Engaging students in activities that develop the ability to hear, identify, and manipulate sounds in spoken words.
- Phonics – Providing systematic instruction to help students understand the relationship between letters and sounds.
- Fluency – Supporting students in reading with accuracy, appropriate rate, and expression through modeled and guided oral reading.
- Vocabulary – Introducing both academic and content-specific vocabulary through direct instruction and repeated exposure in various contexts.
- Comprehension – Teaching students to apply strategies such as predicting, questioning, summarizing, visualizing, and inferring to deepen understanding of text.

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Instruction is further enhanced with the Orton-Gillingham approach, which offers multisensory, structured literacy instruction that supports all learners, particularly those with dyslexia or reading challenges.

In PreK, early literacy development is guided by the Creative Curriculum, where students are immersed in language-rich experiences and literacy through purposeful play and investigations. Instruction emphasizes oral language development, phonological awareness, listening comprehension, and foundational vocabulary. These early skills set the stage for reading and writing success in future grades.

Comprehension Strategy Instruction

A key focus of reading instruction is comprehension. Teachers explicitly model comprehension strategies during mini-lessons, read-alouds, and guided reading sessions. Strategies taught include predicting, questioning, summarizing, and making inferences. Students are encouraged to apply these strategies independently and during small group instruction to develop deep, meaningful understanding of texts.

Assessment and Data-Driven Instruction

Ongoing, formative assessment is essential to inform instruction and meet the individual needs of all learners. Teachers utilize a variety of tools to monitor progress, including observations, running records, CBM's, STAR Early Literacy, STAR Reading, and Lexia. Data from these assessments are analyzed regularly to identify student strengths and areas for growth, guide small group instruction, and provide targeted intervention when necessary.

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.

Teachers effectively assess and instruct students with Orton Gillingham and through the training of LETRS. The implementation of Orton Gillingham enables students to hear, identify, and manipulate sounds. Activities like segmenting and blending help students build the necessary skills for recognizing words. Word recognition and the understanding of letter-sound relationships allow students to become fluent readers. Word and letter recognition are taught explicitly, using a scope and sequence that builds on students' knowledge incrementally. This ensures that foundational skills are solidified before moving on to more complex tasks. Repetitive exposure and practice through engaging activities through Lexia also assist teachers with understanding student needs. Teachers are able to use Lexia to assess and instruct students with their academic needs. Instruction also incorporates visual, auditory, and kinesthetic learning opportunities enhances word recognition. Techniques like using manipulatives, interactive games, and writing in sand or on whiteboards help solidify recognition skills. Frequent assessments, such as bi-weekly running records, weekly spelling assessments, and CBM's also help to guide instruction to ensure reading abilities are increased.

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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.

All students in PreK-5th grade participate in universal screening assessments at the beginning of the school year and periodically throughout the year. These screeners measure essential early literacy skills, including: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. For students identified as at-risk based on universal screener results, they are served for 30 minutes daily during intervention. Students who are considered to be in Tier 3 based on the diagnostic screening are also seen by the reading interventionist weekly. These assessments provide detailed information about specific reading challenges students may have. Educators analyze the results from both the universal screener and diagnostic assessments to identify individual and group patterns in reading performance. The results also allow teachers to place students in flexible small groups based on their specific needs, allowing for focused, differentiated instruction. Small group instruction may consist of explicit phonics instruction, sight word practice, decodable texts for guided reading, vocabulary development, and reading comprehension. Teachers also utilize CBM's, the STAR Focus Skills Report, Orton Gillingham assessments, Lexia and use lessons from Nearpod (from STAR). Based on the outcomes, interventions may be adjusted, intensified, or modified to better align with student needs. This continuous cycle ensures that instruction remains responsive to student progress. Teachers collaborate in teams to discuss data findings, share effective practices, and refine intervention strategies based on student progress. As a school, we engage with parents by providing regular updates on their child's progress and offering suggestions for at-home support

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.

Monthly newsletters provide parents with information about literacy goals, reading strategies, and upcoming events. Each newsletter also includes practical tips for supporting reading and writing at home, such as recommended books and activities. After each assessment period, parents receive detailed reports outlining their child's reading and writing progress, strengths, and areas for improvement. The reports include specific suggestions on how parents can support their child's learning at home, tailored to individual needs. Parents also participate in parent conferences where they are able to further understand the progress their child is making throughout the year. The school hosts Parent Night and Literacy Night that focus on literacy development. These sessions cover topics such as phonics, comprehension strategies, and writing skills. Parents participate in hands-on activities they can replicate at home, reinforcing the skills their children are learning in school. The event may include guest speakers, book fairs, and opportunities for families to interact with local authors, fostering a love for literacy. Each student receives a selection of age-appropriate books to read at home, encouraging family reading time. PreK students are given bookbags filled with materials and activities designed to enhance early literacy skills, which parents can use together with their children.

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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.

Teachers conduct bi-weekly or monthly assessments (e.g., running records, fluency checks) to track student progress on specific literacy skills. Teachers also maintain data notebooks or utilize digital platforms to log individual student performance and monitor growth over time. This data includes assessment scores, small group and intervention activities, schedules of interventions, and student progress notes. Interventions are adjusted based on ongoing data, allowing students to move fluidly between groups as their needs evolve.

Tier 2 students are monitored monthly, while Tier 3 students are assessed weekly to ensure timely and targeted support. Assessment tools such as STAR, CBM, Lexia, and Orton-Gillingham (OG) assessments are used to collect reliable data on student progress and inform instruction. At the end of each intervention cycle, follow-up assessments are conducted to evaluate both student growth and the effectiveness of the interventions.

Educators meet weekly in Professional Learning Communities (PLCs) to analyze student data, identify trends, reteach specific skills in small groups, and determine students in need of additional support. Regular updates are provided to parents regarding their child's progress, including assessment results and information about current interventions.

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.

The school offers regular professional development sessions focused on the science of reading and structured literacy. These sessions are designed to equip teachers with evidence-based strategies and practices to enhance literacy instruction. Specialized workshops led by the literacy coach cover topics such as phonemic awareness, phonics, vocabulary development, comprehension strategies, and writing instruction. Teachers are trained on how to effectively implement curricula that align with the principles of structured literacy, emphasizing systematic and explicit instruction in foundational skills. Training includes hands-on activities where teachers can practice instructional strategies, ensuring they feel confident in applying what they learn in the classroom. Professional development emphasizes strategies for differentiating instruction to meet the diverse needs of all learners, including English language learners and students with disabilities. The literacy coach provides one-on-one support to teachers. The coach models lessons, co-plans, co-teaches, observes classroom instruction, and offers constructive feedback focused on improving literacy teaching practices.

Teachers are encouraged to collaborate and share best practices. Structured opportunities for peer observations and feedback foster a community of learning and continuous improvement. Training includes guidance on how to analyze student assessment data to inform instruction. Teachers learn to use data to identify students' literacy needs and adjust their teaching approaches accordingly. Educators are trained in effective

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methods for monitoring student progress in reading and writing, enabling them to respond quickly to students' changing needs. Teachers receive training on incorporating culturally responsive practices into their literacy instruction, ensuring that all students see themselves reflected in the curriculum. Teachers also receive monthly LETRS (Language Essentials for Teachers of Reading and Spelling) training to deepen their knowledge of the science of reading and enhance their instructional practices. The school provides teachers with access to a variety of instructional materials and resources that support the teaching of foundational literacy skills. Teachers are given access to online resources through Orton Gillingham, McGraw Hill, LETRS and courses that allow for flexible learning opportunities related to literacy instruction.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• Teachers work together in teams to collect and analyze data • Teachers and students collaborate to set measurable short-term goals aimed at growing students • Teachers integrate content-specific reading, writing, & researching in order to provide the authentic experiences necessary to become proficient researchers and readers and writers.	• Teachers consistently use data to inform instruction • Teachers and students make strategic plans outlining how these goals will be accomplished • Teachers provide instruction and practice time in order for students to sustain work on reading, writing, and researching. • Expand opportunities for students to write through reflections and analysis

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
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<u>Previous Goal #1 (Third Grade Goal):</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY from 36% to 30% in the spring of 2025.	As a school, we met our goal. The number of third graders scoring Does Not Meet decreased from 36% to 16.7%.
<u>Previous Goal #2:</u> By May 2025, 100% of teachers and staff will participate in family engagement activities in order to increase positive relationships with students' families and members of the community.	As a school staff, 100% of teachers attended the parent engagement activities to increase positive relationships with families and the community.
<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.	As a school staff, 100% of Pre-K through 5th grade teachers received ongoing Professional Learning Opportunities.

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.

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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 59.5% to 65% in the spring of 2026.	• Collaborate with students to set goals based on universal screener along with formative and summative assessment • Implement daily structured literacy lessons grounded in the Science of Reading, with emphasis on phonemic awareness, phonics, fluency, vocabulary, and comprehension. • Provide ongoing professional development on Science of Reading instructional strategies and interventions. • Schedule and facilitate weekly collaborative planning sessions for teachers, focusing on aligning lessons with state standards. • Use PLC time to analyze student work and common formative assessments to identify trends and areas of need. • Create and monitor actionable instructional plans during PLCs based on student performance data. • Conduct frequent running records to monitor reading fluency and comprehension. • Use multiple data sources to group students for targeted instruction. • Ensure all instruction is explicitly aligned to SC state standards • Use curriculum pacing guides to stay on track with standards coverage. • Provide targeted intervention/enrichment time based on data.
<u>Current Goal #2:</u> By May 2026, 100% of teachers and staff will participate in family engagement activities in order to increase positive relationships with students' families and members of the community.	We will conduct the following activities: • Literacy Night • Chat & Chew for Specialized Services Data Meeting • Gifted & Talented Parent Meeting • Attendance Meeting • Read to Succeed Night • Math Night • Fall Festival

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	• Provide reading and writing strategies to parents monthly in the school newsletter to practice at home • Title One Meeting • Grandparents Day • “Speak Life” monthly sessions with the Parent Engagement Specialist (Parenting Workshop)
<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.	· 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.