

South Carolina Department of Education
Read to Succeed **Sandel Elementary School** 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? 5
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 20
- 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? 3
- How many CERDEP PreK teachers in your school have completed EC LETRS? 1
- 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.

At Sandel Elementary School, reading assessment and instruction for all PreK-5th grade students 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. The Literacy Framework integrates read-alouds, shared reading, guided reading, standards and skills based mini-lessons, word study and reading intervention time. Reading assessment and instruction for PreK-5th grade students are aligned to the science of reading, structured literacy, and foundational literacy skills. The primary curriculum adopted is Wonders published by McGraw-Hill and Orton-Gillingham, which is a structured, multisensory teaching approach to literacy, particularly reading, spelling, and writing, developed by Samuel Orton and Anna Gillingham. Both of these curriculum resources are aligned to the science of reading, structured literacy and foundational literacy skills and are high-quality instructional materials used in every classroom.

We analyze our students' data using the district's universal screener, STAR Reading and Early Literacy assessment. Students who scored Intervention and Urgent Intervention on the screener are progress monitored using bi-weekly Curriculum-Based Measurements (CBMs). Additionally, many teachers use the Fountas and Pinnell Benchmark Assessment System (BAS) to further evaluate oral reading fluency and comprehension that help guide teacher instruction. Teachers use assessments from the Wonders curriculum as well as authentic student work to also guide their instruction. Through data analysis, teachers identify strengths and weaknesses and areas to target in their instruction.

South Carolina Department of Education
Read to Succeed **Sandel Elementary School** Reading Plan
2025-2026

Focus Areas:

1. Oral Language—Interactive Read Alouds and Shared Reading experiences help students and their oral language skills through questioning and discussions. The read-alouds and shared reading experiences are from the Wonders curriculum, Fountas and Pinnell, and Reading A to Z resources. Turn and talk, elbow partners, collaborative group work, and project-based learning experiences also help with students' oral language skills.
2. Phonological Awareness—Explicit, systematic Orton-Gillingham Comprehensive lessons and Morphology lessons develop strong recognition and decoding skills.
3. Phonics—In Primary grades, Orton-Gillingham 3-part drill supports phonics instruction as well as the new concepts that are introduced weekly. Letter magnets, alphabet manipulatives, and other activities are used to build words with word families. Dictation is also used to blend, segment, and isolate corresponding sounds.
4. Fluency—Teaching, modeling, read-alouds, rereading familiar text, close reading, reader's theater, and guided reading groups are opportunities to build confidence, accuracy, and automaticity.
5. Vocabulary—Direct instruction and morphology lessons of roots and morphemes expand students' word knowledge, comprehension, and application.
6. Comprehension—Guided reading groups, teacher modeling, and mini-lessons on making connections, asking questions, summarizing, literature circles, and organizing classroom libraries support students with engagement, analyzing texts, and deepening understanding of a variety of texts.

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.

At Sandel Elementary School, word recognition assessment and instruction for PreK-5th grade students are aligned to the science of reading, structured literacy, and foundational literacy skills. The primary curriculum adopted is Wonders published by McGraw-Hill and Orton-Gillingham which is a structured, multisensory teaching approach to literacy, particularly reading, spelling, and writing, developed by Samuel Orton and Anna Gillingham. Both of these curriculum resources are aligned to the science of reading, structured literacy and foundational literacy skills.

We use data from universal screeners and diagnostic assessments to design intervention pathways for students. Teachers will use the Individualized Student Instructional Planning report developed by Renaissance based on the STAR screener. Additionally, teachers assess using Curriculum Based Measures, running records, and anecdotal notes.

Teachers in PreK-3rd in addition to the Leadership team and Special Education teachers have all been trained or going through the Language Essentials for Teachers of Reading and Spelling (LETRS) training modules. With this knowledge, teachers have gained the information necessary to

South Carolina Department of Education
Read to Succeed **Sandel Elementary School** Reading Plan
2025-2026

align their instruction to the science of reading and foundational literacy skills. Phonemes, phonics, phonological awareness and morphology are topics that teachers have learned about and apply in their classrooms.

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.

At Sandel Elementary School, data drives decision making when it comes to determining targeted pathways of intervention for students in PreK-5th grade who have failed to demonstrate grade-level reading proficiency. The universal screener that is used at Sandel Elementary School is Renaissance STAR. STAR Reading and STAR Early Literacy is given during the fall, winter, and spring. Teachers within our school analyze the data during professional learning communities (PLC) data meetings. Sandel Elementary uses a data protocol where the Leadership team introduces the data and staff members describe, interpret and discuss the implications for classroom practice. Teachers use standards, common formative assessments created by the district, conference notes, classroom observations, as well as formal data to influence their decision-making processes. Teachers are able to inform instructional decisions, including next steps, and tier students. Teachers use the STAR Record book to tier students. Students are tiered according to at/above, on watch, intervention, and urgent interventions. Teachers use Instructional Planning Reports to aid in lesson planning.

While utilizing the universal screener data and observations, teachers create six-week Response to Intervention cycles in and out of the classroom setting. Teachers and our interventionist meet with students daily throughout the six-week cycle to conduct targeted instruction focused on the individual needs of our students performing below grade-level reading proficiency. A strong emphasis is placed on phonological and orthographic instruction as well as morphology and vocabulary development in small groups as word recognition and language comprehension play an important role in reading comprehension. Upon completion of each cycle, teachers meet with the curriculum resource teacher, reading coach, interventionist, and administration to discuss and analyze student progress and plan for next steps. Next steps may include but are not limited to; an MTSS meeting, a formal SPED referral, continuation of small group intervention instruction, instruction with the interventionist, and/or removal from the RTI group.

Additionally, for the inclusion of our students with individual education plan and individualized language plans, our Special Education Department and Multilanguage Learner (MLL) teachers work closely with classroom teachers to promote the most inclusive practices. Special education teachers and MLL teachers meet with students in small group settings and push into classrooms as needed and when conducive to the schedule and setting. General education teachers and resource teachers collaborate in person, by email, and in meetings throughout the year.

Parents are involved through Parent-Teacher Conferences which occur three times throughout the year at a minimum. Parent STAR reports are shared after each universal screening time and during Parent Teacher Organization monthly meetings, the Leadership team will share best practices to involve parents and how to read the reports to help their child at home. Finally, our Community in Schools partners have monthly afternoon meetings to involve parents to be sure parents are informed of pathways to help their children.

South Carolina Department of Education
Read to Succeed **Sandel Elementary School** Reading Plan
2025-2026

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 Sandel Elementary School, teachers use Talking Points, a communication tool that provides multilingual translation to provide updates on classroom strategies and ways to support learning at home. Parents are encouraged to review assignments and are given weekly newsletters to provide strategies to support their child as a reader and writer at home.

Parents receive STAR Family Reports which are written in clear, family friendly language highlighting students' strengths and areas to work on. Strategies to support reading and writing at home are offered through these STAR Reports.

Multi-Language Teachers provide workshops to non-English speaking families. These workshops provide translators on hand and give strategies for families to help their children in areas of reading, writing, speaking, and listening. These four areas are the main foci of the WIDA assessment which will guide teachers on meeting students' needs.

Finally, the school hosts parent workshops, literacy nights, and Parent Teacher Organization meetings where families learn research-based strategies to support reading and writing at home.

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.

Monitoring reading achievement is done during Data Professional Learning Communities (PLC) and during Multi-Tiered System of Support (MTSS) meetings. During those meetings, the team reviews multiple data points such as STAR Reading, STAR Early Literacy, STAR CBM, District Common Formative Assessments, teacher-created assessments, authentic student work samples, and attendance. If applicable, the team will also look at 504 plans, Multiple Language Literacy Individualized Plans, or Individualized Educational Plans (IEP). Looking at all of the data gives the team a view of the whole child and to consider the interventions that would best help the student to be successful. Mastery Connect is another tool that helps monitor students' reading achievement and growth. Students are assigned assessments in Mastery Connect. Once students take an assessment, Mastery Connect will tier the students according to Mastery, Near Mastery, and Remediation on a given standard. Based on the data, teachers adjust instruction and create tiered interventions to reteach the standard.

While utilizing the universal screener data and observations, teachers create six-week Response to Intervention cycles in and out of the classroom setting. Teachers and our interventionist meet with students daily throughout the six-week cycle to conduct targeted instruction focused on the individual needs of our students performing below grade-level reading proficiency. A strong emphasis is placed on phonological and orthographic instruction as well as morphology and vocabulary development in small groups as word recognition and language comprehension play an important

South Carolina Department of Education
Read to Succeed **Sandel Elementary School** Reading Plan
2025-2026

role in reading comprehension. Upon completion of each cycle, teachers meet with the curriculum resource teacher, reading coach, interventionist, and administration to discuss and analyze student progress and plan for next steps. Next steps may include but are not limited to; an MTSS meeting, a formal SPED referral, continuation of small group intervention instruction, instruction with the interventionist, and/or removal from the RTI group.

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.

Sandel Elementary School along with Richland School District One offers a wide range of training based on the science of reading. In August, teachers attended a two day Back to School Professional Development session focused on the scope and sequence, Wonders, and Empowering Writing. Teachers receive training on Renaissance STAR three times yearly at a minimum at our school to ensure fidelity. Since 2022, teachers have received training in Orton Gillingham and Morphology. Orton Gillingham and Morphology training is offered every summer, with refresher courses available virtually every year. Additionally, teachers began their Language Essentials for Teachers of Reading and Spelling (LETRS) training in September 2022. LETRS is offered yearly to teachers who have yet to be trained. This year, teachers will continue to receive support on the use of Freckle, Reading A to Z, and Lexia, which are aligned to the science of reading. Our school will continue to create opportunities for teachers to become experts in the understanding of the structured comprehensive literacy framework and instructional practices, as we continue to adjust to the recent changes of new textbook adoption, new ELA curriculum state standards, LETRS implementation, and the shift to the science of reading.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• Protocols are in place to analyze data in Professional Learning Communities as well as protocols are in place for Guided Planning Sessions with the Reading Coach • Teachers have various professional learning opportunities at the school, district, and state levels • 82% of Primary teachers (grades K-2) have been trained in Orton-Gillingham and implement strategies daily. • Sandel Elementary has ongoing, community partnerships with local faith-based agencies as well as business partners, connecting with Communities in Schools as well.	• Integrate Writing to support Comprehension: Continue to learn and use Empowering Writers Curriculum to support the Standards being taught. Create opportunities for students to write about their reading, use mentor texts and reflect and analyze their reading to enhance comprehension, critical thinking, and the ability to communicate effectively. • Increase proficiency in Reading: Strengthen student performance in ELA on the SCREADYtest by targeting skills across all grade levels. • Deepen student engagement and Critical Thinking: Embed higher order thinking questions and increase the rigor in classroom discussions and literacy activities.

South Carolina Department of Education
Read to Succeed **Sandel Elementary School** Reading Plan
2025-2026

76 students are currently enrolled in Comprehensive Remediation Program 3 days a week after school. All of those students have been identified as Priority 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).

Goals	Progress
<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 SCREADY from 43.9% to 32% in the spring of 2025.	The Reading Coach provided standard-based Guided Planning sessions to ensure instruction activities and assessments aligned with SC State Standards. Teachers engaged in Professional Learning Opportunities (PLOs) utilizing Orton Gillingham, Fountas and Pinnell, Wonders, and LETRs Resources. The teachers utilized the resources to drive daily whole group and small group instruction In the spring of 2024, 43.9% of third graders scored Does not Meet on the SCREADY assessments. In the spring of 2025, 29.4% of third graders scored Does not Meet. This was a difference of 14.5 points. The goal to reduce the percentage of third grade students scoring Does Not Meet in the spring of 2024 to the spring of 2025 was overwhelmingly Met.

South Carolina Department of Education
Read to Succeed **Sandel Elementary School** Reading Plan
2025-2026

<u>Previous Goal #2:</u> By the end of the 2024-2025 school year, Kindergarten – 2nd grade teachers will utilize the science of reading materials and students will read and comprehend using the science of reading with 80% accuracy as measured by Orton Gillingham assessments (beginning, middle, end).	100% of teachers engaged in Professional Learning Opportunities (PLOs) utilizing Orton Gillingham, Fountas and Pinnell, Wonders, and LETRs Resources. The teachers utilized the resources to drive daily whole group and small group instruction. Word Study and Foundations were the focus of Guided Planning sessions to meet the needs and understand the Science of Reading. Students met the goal of 80% accuracy on OG assessments.
<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.	Based on Spring 2025 data, 100% of teachers received monthly Professional Learning Opportunities focused on literacy best practices and utilizing formative assessment data to plan, execute, and reflect on daily instructional practices. The goal to have 100% of Pre-K-5th grade teachers to receive ongoing monthly PLOs was met.

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
-------	--------------

South Carolina Department of Education
Read to Succeed **Sandel Elementary School** Reading Plan
2025-2026

<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 35.3% to 37% in the spring of 2026.	• The Reading Coach will provide standard-based Guided Planning sessions to ensure instruction activities and assessments are aligned with SC Priority Standards • Teachers will engage in Professional Learning Opportunities (PLOs) utilizing Orton Gillingham, Empowering Writers, Wonders, and LETRs Resources • The teachers will utilize the resources aforementioned to drive daily whole group and small group instruction • Teachers, with the support of the Reading Coach, Curriculum Resource Teacher, and administration will be engaged in data team meetings to be responsive to student needs for targeted intervention • Teachers will engage in coaching cycles to engage students in meaningful reading and writing experiences.
<u>Current Goal #2:</u> During the 2025-2026 school year, Sandel Elementary School will provide 100% of parents a minimum of four (4) Parent and Family Engagement Events for grades PreK-5th grade	• Provide multiple opportunities for parent involvement through events such as: Open House, Grandparents Day, Curriculum Night and Literacy Night • Work with the Parent Engagement Specialist, Communities in School, and Multi Language Learning teachers to coordinate these events
<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 a teacher survey on current writing instructional practices and knowledge of the Writing Rope and Visible Learning strategies.

South Carolina Department of Education
Read to Succeed **Sandel Elementary School** Reading Plan
2025-2026

	• 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.
--	---