

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? **32/34**
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? **1/34**
- How many teachers in your school are beginning Volume 1 of LETRS this year? **0/34**
- How many teachers in your school are beginning Volume 2 of LETRS this year? **32/34**
- How many CERDEP PreK teachers in your school have completed EC LETRS? **0/1**
- How many CERDEP PreK teachers in your school are beginning EC LETRS this year? **0/1**

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.

Reading assessment and instruction across the building is standard focused and standard driven, with a strong emphasis placed on oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension instruction, to enhance students understanding of the texts they are reading and the pieces they are writing. Reading instruction throughout the building promotes multiple opportunities for conversation and the inclusion of academic vocabulary to build students' background knowledge and assist with enhanced comprehension. Teachers throughout the grade levels utilize interactive read aloud and shared reading to spark intellectual discussions focused on the writing and communication standards and the implementation of academic vocabulary. Additionally, teachers use a wide range of books and strategies from the Comprehension Toolkit, Reading and Writing Strategies, our textbook Wonders, Empowering Writers, and Units of Study to grow competent and informed readers and writers who are able to not only read text, but comprehend text and write authentically about the texts they are reading.

Additionally, interventionists and teachers in K-2 use Orton-Gillingham strategies to aid in students' phonological and orthographic development and our 3-5 teachers and interventionists use Orton-Gillingham strategies to assist with advanced syllabication, morphology, and the use of Greek and Latin roots, prefixes, suffixes, and affixes. Furthermore, word study is a key part of daily instruction at each grade level and focuses on phonics, spelling, grammar, vocabulary, and word decoding to truly grow students' phonological and orthographic knowledge. Teachers use their running records, conference notes, spelling inventories, phonics screeners, Benchmark Assessment System (BAS) data, STAR CBM's, Lexia, Freckle, and classroom observations to plan for targeted and effective small group instruction. Using these data points, allows teachers across the building to facilitate small group instruction in phonics, fluency, and comprehension to students based on individual needs. Finally, a strong emphasis is placed on fluency as teachers use Reader's Theater, decodable readers, shared reading, reading conferences, and read aloud to highlight the skills of prosody, phrasing, and pacing associated with fluency.

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Finally, reading and writing workshops are a key component of each classroom with teachers using this framework to target and highlight our state standards. Teachers use the data they collect from informal and formal assessments to drive their instruction and make decisions for small group instruction which allows learners to be active participants in the learning community.

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 start the year, teachers assess students for phonemic awareness, word recognition and spelling with a variety of assessment tools such as Orton-Gillingham’s letter and sound assessments, Words Their Way, KRA, and Spelling Development assessments. Teachers then use this data to plan instruction for both whole groups and small groups based on students’ individual data. Teachers focus on instruction in the younger grades on sight word work, red word instruction, phonological patterns and sounds, sentence dictation, and rapid word charts. Additionally, teachers utilize STAR CBM’s, Freckle, word ladders and word recognition charts as assessment tools throughout to check for understanding. Furthermore, teachers in the upper grades offer instruction on syllabication, prefixes, suffixes, and morphology to assist with advanced multi-syllabic words and to assist struggling readers.

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.

The school uses universal screener data and teacher observations to create six-week Response to Intervention cycles in and out of the classroom setting. To ensure that all parties are involved in this process communication with home is of the utmost importance. Once a student has been identified as needing targeted intervention, contact is made with the parents, and a meeting is set up to discuss what is being done in the school setting as well as what can be done at home. Teachers and our interventionist then 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.

Throughout the cycle, teachers meet weekly in guided planning and PLC’s (Professional Learning Communities) to plan and discuss classroom assessments, observations and instructional practices. Teachers use standards, common formative assessments created by the district, conference notes, classroom observations, as well as data from STAR CBM’s, BAS, and OG assessments to influence their decision-making processes. Upon completion of each cycle, teachers meet with the curriculum resource teacher, reading coach, interventionist, and administration to discuss and

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analyze student progress and plan for next steps. Next steps 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 plans, our Special Education Department works closely with classroom teachers to promote the most inclusive practices. Special education 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.

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.

Parents and caregivers are an important piece of the educational puzzle, so we work to ensure that information and learning opportunities are continuous and present throughout the year. Our school is blessed to have an active PTO (Parent Teacher Organization) and SIC (School Improvement Council) that work symbiotically with our faculty and staff to create meaningful opportunities for our students. Our PTO helps to host our Back-to-School event as well as our Open House and helps to ensure that parents and caregivers have opportunities to play an active role in their child's learning experience.

Teachers in grades K-5 communicate with parents constantly through weekly newsletters, phone conversations, signed papers and progress reports, as well as daily communication with "Talking Points" our district approved text messaging service. Our administration sends a weekly "WAGG" Week at a Glance newsletter with important information for the week on Sundays. The WAGG also has a special section titled "Coach's Corner" where the reading coach offers weekly tips to parents and caregivers on ways they can help their child with their literacy skills. Topics include but are not limited to reading comprehension, fluency, word attack skills, spelling strategies, writing for authentic purposes, conversation skills, and more. Furthermore, our school website and Facebook are updated often to make sure that information is disseminated in a variety of formats and that parents are informed of information in a timely manner.

To bridge the home to school connection, parent conferences and parent workshops are held throughout the year to offer parents in person opportunities to learn more extensive ways they can help assist in their child's academic performance. These conferences and workshops allow parents the chance to ask questions in a more intimate setting and faculty and staff to address needs in a more individualized manner, based on the responses. Additionally, many of our teachers have begun implementing student-led conferences which allow the students the opportunity to take an active role in their learning intentions and success criteria as well as with formulating goals and highlighting their progress towards achieving these goals.

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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.

Progress monitoring is an ongoing part of our school curriculum and is accomplished in a variety of formats. Teachers use STAR and STAR CBM's to do quick computer-based skill assessments throughout the year to check in on students' reading achievements. The BAS or Benchmark Assessment System is administered and used as an additional data point to help plan for effective reading instruction. Students who score in yellow or red on these assessments as well as students who show low growth are highlighted, and discussions are had at multiple levels to discuss intervention strategies and schedules.

Additionally, in the classroom, teachers conduct reading observations, and hold reading conferences each week to jot down noticings and observations of readers and writers and use these noticings and observations to give targeted and specific feedback to students to help them make the most of their reading experience. Teachers use this data to plan whole group mini-lessons, small group instruction, as well as targeted intervention work and conferences. These findings allow teachers to plan and teach responsively by targeting the individual needs of their classroom.

Furthermore, teachers use Mastery Connect to do Common Formative Assessments which are then discussed in grade level PLC meetings to determine areas of strengths and weakness at grade levels and to plan for effective and tailored instruction specific to the needs of the students. These discussions allow teachers to take an active role in contributing to each other's classrooms and allow them to share best practices and strategies with one another. Discussions take place weekly at each grade level and monthly at our faculty meetings through vertical articulation discussions.

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 provides support and training to teachers in a variety of formats. Currently teachers in K-3, administrators, resource teachers and interventionists, as well as our CRT and reading coach, are enrolled in LETRS training, and are taking classes monthly to increase their understanding of the science of reading and the role educators play in phonological and orthographic instruction. Additionally, a vast majority of our K-3 teachers, interventionists, resource teachers, principal, and reading coach have taken Orton-Gillingham training. We have also had several of our 3-5 teachers take Orton-Gillingham's advanced morphology classes as well to help in the upper grades.

In addition to district required professional development, the school holds its own professional development sessions throughout the year to assist teachers with structured literacy practices and help teachers grow their competency with mini lessons, conferring, small group instruction, phonics

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and word study work. Additionally, teachers are taking part in a school wide book study to embed inquiry and the art of questioning and wondering into their instruction to create active and engaged learners who have meaningful and memorable learning experiences.

Furthermore, the reading coach works with teachers both individually and in teams to enhance their classroom instruction through modeling, co-teaching, guided planning, assessment discussions, curriculum creation, and coaching cycles. These interactions allow the teacher and coach to use observations and student work samples to drive curriculum decisions and incorporate structured literacy and foundational literacy skills as needed throughout instruction.

Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> • Collaboration among faculty in making instructional decisions for students based on data. • Providing targeted, effective in-class intervention in reading for students. • Providing large blocks of time for instruction and practice for students to read, write, and research with predictable structures focused on a balanced literacy model. • Creating rich literacy environments. • Establishing and directly teaching routines and procedures. • Explicit instruction, within a structured workshop model, is used in classrooms. • Students have voice and choice in reading and writing workshops, and students are actively engaged in constructing meaning through reading, writing, listening, speaking, and communicating. • Ensuring classrooms have a wide variety of texts, and texts are diverse and are organized for easy accessibility for students. 	<ul style="list-style-type: none"> • Teachers articulate clear learning intentions and success criteria for students, so students can clearly articulate what they are learning and how they know they are successful. • Implementing learning labs to target teacher efficacy and promote student-centered kid watching. • Upper grade teachers are working to implement advanced OG skills to enhance morphology and vocabulary development. • Providing more opportunities for parent involvement in literacy development, through the continued implementation of in-person workshops and literacy newsletters. • Working collaboratively to collect and analyze data, establish goals, and create action plans for students. • Increasing awareness in the importance of including comprehension, phonological awareness, phonics, fluency, and vocabulary for ALL levels of instruction. • Utilizing challenging texts more frequently to teach, guide, and support students in how to independently use strategies to

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<ul style="list-style-type: none"> • Using the new South Carolina College and Career Ready standards when planning for instruction. • Strong focus on professional development. • A large majority of our faculty has advanced degrees or are currently pursuing advanced degrees. • Early childhood is effectively using Orton-Gillingham strategies to immerse students to phonological awareness and phonics instruction. 	<p>construct meaning and monitor for a deeper textual understanding.</p> <ul style="list-style-type: none"> • Teachers and students participate in Interactive Read Aloud to increase students’ ability to process beyond the text thinking to show an increase understanding of the text both orally and in writing.
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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).

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 10.8 % to 10 % in the spring of 2025.</p>	<ul style="list-style-type: none"> • 10.8% of our 3rd grade students scored Does Not Meet on the SC Ready in the spring of 2024, however in the spring of 2025 we only had 6.2% of our students scoring Does Not Meet on the SC Ready. This is a substantial drop from 10.8% and is well below our goal of 10%. We are certainly lowering our numbers and working diligently to push our kids out of the Does Not Meet category. • Additionally, our data on STAR testing for the fall of 2025 is showing a solid movement towards lowering this goal as 87% of our 3rd grade students scored at or above the state benchmark. • Instruction in our younger grades has focused a good bit on OG knowledge, to better prepare them for the cognitive demands of testing in the upper grades. • Teachers are also currently enrolled in LETRS to aid in their continued understanding of phonics instruction and the role it plays in a child’s early reading development.

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	<ul style="list-style-type: none"> • Furthermore, teachers are continuing to deconstruct standards, create learning intentions and success criteria, as well as meet as a team to discuss common formative assessments and use the data from the CFA’s to inform their instruction and drive small group instruction.
<p><u>Previous Goal #2:</u> Through the increased implementation of vertical articulation opportunities across grade level classroom visits focused on student-centered observations, we will reduce the percentage of students performing below grade level in fall of 2024-2025 as determined by the STAR scaled score from “Below Benchmark Reading Report” from 20.5% to 15% or below in the spring of 2025.</p>	<ul style="list-style-type: none"> • Our Star Scaled report for the spring of 2025 showed that 91.8% of our students were making adequate progress in reading. This was well above our goal of having 85% or more of our students meet the targeted goal. • Teachers met monthly to collaboratively discuss classroom practices and to share authentic learning practices that were focused on generating questions and offering opportunities for engagement in real life reading, writing, and communicating. • 4th grade students had the opportunity to embed their science work on animal classifications with ELA work focused on the reading, writing, and research standards. Students worked both individually and collaboratively in learning groups focused on one of the specific animal classification groups to conduct their own research labs and in turn create their very own book, magazine, or brochure on their chosen classification. This highly integrated work allowed for a strong cross-curricular connection, and high student engagement and collaboration. Students were actively engaged throughout the unit and made cross curricular connections daily. This work has propelled them to continue to look for cross curricular connections and to embed richer reading and writing instruction into their social studies and science content. • Our 5th grade students did an extensive inquiry project last year on state parks. Students had the opportunity to connect their science standards with the ELA reading, writing, research, and communication standards as they researched and created their own trail books, research papers, and park brochures for various

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	<p>state parks around the United States. Students wrote letters to park rangers, visited state park sites, participated in a virtual field trip, conducted interviews with park rangers, and learned a great deal about our state parks. This project allowed students to navigate their higher order thinking skills and increased classroom communication and participation while engaging students in standard based learning opportunities focused on questioning, reading, writing, researching, communicating, and presenting throughout. This experience has increased teachers' awareness of the importance of close reading and value of authentic learning experiences.</p> <ul style="list-style-type: none"> • Interventionists and teachers in K-5 continue to implement focused OG lessons to increase phonological awareness and phonics instruction with all students. • Teachers met weekly with grade level clusters to collaboratively plan and analyze data to help inform classroom instruction.
<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>	<ul style="list-style-type: none"> • Teachers continue to utilize SC State Standards to explicitly teach the literacy skills and strategies of reading, writing, listening, and speaking to engage students in all content. • K-2 teachers are continuing to grow their understanding of the new state standards and their implantation of their new learning from LETRS 1. They are focusing on increasing their understanding of the overarching expectations, foundations of literacy, applications of reading, research, and written and oral communication components to engage students in all content. • 3-5 teachers are continuing to grow their understanding of the new state standards and are working to cluster the standards and understand the importance of the overarching expectations and the role that the foundations of literacy has and will play in their instruction. Teachers are utilizing the appendices and the grammar matrix to assist them in planning targeted standard instruction.

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	<ul style="list-style-type: none"> • Classrooms utilize a comprehensive literacy approach to ELA instruction to make sure that adequate time is given daily for various standard based practices in reading, writing, and word study. • PLO's/PLC's are frequently held with an occurrence of a minimum of 3 a month. These meetings allow time for teachers to reflect, plan, and evaluate. • Teachers are using data from common formative assessments to propel discussions, plan for small group lessons, and to target areas of intervention and acceleration to ensure instruction is meaningful and challenging.
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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> Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025-2026 as determined by SC READY from 72 % to 74% in the spring of 2025.</p>	<ul style="list-style-type: none"> • Teachers will deconstruct the new state standards with reading coach, CRT, and administration. • Teachers will receive additional support in the effective implementation of the reading workshop model through professional development sessions, classroom modeling, and planning sessions. • Teachers will use learning intentions and success criteria to ensure that students are able to articulate what they are learning

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	<p>and can share how they are making progress towards these learning intentions.</p> <ul style="list-style-type: none">• Teachers will receive additional support in the effective implementation of the writing workshop model through professional development sessions, classroom modeling, and planning sessions.• Teachers will grow their understanding of the new state ELA standards through guided planning and on-going professional development opportunities.• Teachers will implement targeted and effective Orton-Gillingham phonics and vocabulary practices for students in the upper grades as needed.• Teachers will create small groups based on observations, common formative assessments, conferences, and test data.• K-3 teachers are participating in LETRS training.• Teachers will progress monitor to determine the effectiveness of intervention.• Teachers will notice, teach, and prompt for the use of strategic reading behaviors by providing effective feedback through routine reading conferences with students both regularly in small groups and individually.• Teachers will use the Literacy Continuum to plan for effective instruction based on individual students' needs.• Implement a school-wide vocabulary experience for students K-5 to highlight an academic vocabulary word weekly. Students and teachers will have opportunities to explore, use, and share examples of the word throughout the week and on the morning news show
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Current Goal #2:

Through the increased implementation of instructional labs and vertical articulation opportunities focused on student-centered observations, we will reduce the percentage of students performing below grade level in fall of 2025-2026 as determined by the STAR scaled score from "Below Benchmark Reading Report" from **13.8 % to 12%** or below in the spring of 2025.

- K-5 teachers will participate in instructional labs centered around various instructional lenses as environmental print, engagement, questioning, vocabulary, phonics instruction, and student talk.
- K-5 teachers will participate in a professional development book study with a consultant and the reading coach to expand opportunities for authentic standards-based instruction focused on generating questions, and engaging in real-life reading, writing, and communication opportunities.
- Participate in grade-level mini-inquiry cycles to incorporate an increased focus on questioning, reading, writing, researching, communication, and presenting skills.
- Interventionists and K-5 teachers will implement focused OG lessons to increase phonological awareness and phonics instruction with our at-risk students.
- Hold monthly vertical articulation opportunities for staff members to engage in discussions around teaching beliefs, practices, and data. Teachers will meet in clusters by grade levels both above and below to truly gain an understanding of the expectations and practices exhibited at each grade level.
- Teachers will have opportunities to visit each other's classrooms to engage in student-centered observations. Teachers will chart noticings' and will debrief afterwards to provide non-judgmental feedback and hold data discussions on implications for instruction.
- Teachers will hold dialogue and discourse discussions across grade levels throughout the year.

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Current Goal #3:

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.

- Teachers will deconstruct the new state standards with reading coach, CRT, and administration.
- Teachers will receive additional support in the effective implementation of the reading workshop model through professional development sessions, classroom modeling, and planning sessions.
- Teachers will use learning intentions and success criteria to ensure that students are able to articulate what they are learning and can share how they are making progress towards these learning intentions.
- Teachers will receive additional support in the effective implementation of the writing workshop model through professional development sessions, classroom modeling, and planning sessions.
- Teachers will grow their understanding of the new state ELA standards through guided planning and on-going professional development opportunities.
- Teachers will implement targeted and effective Orton-Gillingham phonics and vocabulary practices for students in the upper grades as needed.
- Teachers will create small groups based on observations, common formative assessments, conferences, and test data.
- K-3 teachers are participating in LETRS training.
- Teachers will progress monitor to determine the effectiveness of intervention.
- Teachers will notice, teach, and prompt for the use of strategic reading behaviors by providing effective feedback through routine reading conferences with students both regularly in small groups and individually.
- Teachers will use the Literacy Continuum to plan for effective instruction based on individual students' needs.

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| | <ul style="list-style-type: none">• Implement a school-wide vocabulary experience for students K-5 to highlight an academic vocabulary word weekly. Students and teachers will have opportunities to explore, use, and share examples of the word throughout the week and on the morning news show |
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