

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? 0
- How many teachers in your school are beginning Volume 1 of LETRS this year? 5
- How many teachers in your school are beginning Volume 2 of LETRS this year? 4
- How many CERDEP PreK teachers in your school have completed EC LETRS? n/a
- How many CERDEP PreK teachers in your school are beginning EC LETRS this year? n/a

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 Mellichamp Elementary, reading assessment and instruction includes oral language, phonological awareness, phonics, fluency, vocabulary and comprehension. Teachers and leaders use reading assessments and instruction to aid in the comprehension of texts to meet grade-level English/Language Arts standards through implementation of the SC Wonders curriculum and LETRS research-based strategies. Explicit Direct Instruction supports students in building knowledge in foundational reading skills, phonics/word analysis, fluency, reading literature, reading informational texts, comparing texts, vocabulary, and researching. Students are assessed regularly with progress monitoring assessments and three times a year using iReady assessments. iReady components consists of a diagnostic assessment and personalized instruction. Both components focus on foundational skills, vocabulary, and comprehending informational and literary texts. Also, we will incorporate core Multi-Tiered System of Supports (MTSS) principles, including evidence-based practices, targeted interventions for reading gaps, and enrichment for advanced readers.

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 Mellichamp Elementary, Word Recognition instruction and assessment in 3rd-5th grade are intentionally aligned to the Science of Reading, Structured Literacy, and the development of Foundational Literacy Skills. Instruction is explicit, systematic, and sequential, ensuring that all students have access to high-quality teaching that builds toward proficient reading. In Grade 3, teachers use Wonders and LetterLand to provide direct, systematic instruction, aligned to a scope and sequence that ensures mastery of sound-symbol correspondence. Assessments include universal screeners and Wonders unit assessments to monitor progress and adjust instruction. As student progress in

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

grades 3–5, students transition to applying word recognition to more complex texts, instruction continues to reinforce decoding strategies, multisyllabic word reading, and morphology (prefixes, suffixes, roots) to support vocabulary and comprehension. Wonders and small-group targeted instruction are used to address deficits identified through assessments such as iReady and DRC Beacon. However, across all grade levels, teachers provide structured literacy instruction that includes; explicit, systematic, cumulative lessons in phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension, data-driven small group instruction to target student needs, and progress monitoring to ensure students meet benchmarks in word recognition and fluency. Through these practices, word recognition assessment and instruction at Mellichamp are fully aligned with the Science of Reading and designed to ensure that every student builds a strong foundation for reading success.

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.

We use i-Ready Diagnostic as our universal screener for students in grades 3–5, administered three times per year (fall, winter, spring). The assessment provides data on phonics, high-frequency words, vocabulary, and comprehension of both literature and informational text. Students who do not demonstrate grade-level proficiency are given an additional diagnostic assessment to pinpoint specific needs. LETRS Phonics and Word Reading Survey (p. B78–B81): identifies specific phonics correspondences and patterns a student has mastered or not yet learned, guiding targeted intervention in decoding and encoding. Data from these assessments determine a student’s intervention pathway. The Word Recognition Pathway is for students with deficits in phonics, high-frequency words, decoding, and fluency. The Language Comprehension Pathway is for students who demonstrate adequate decoding but have difficulty with vocabulary, background knowledge, or comprehension of text. By combining universal screening with targeted diagnostics, we ensure that every student receives direct, explicit intervention matched to their specific literacy needs.

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.

Our school has a systematic approach to helping parents understand how they can support their child as a reader and writer at home. This system combines regular communication, parent education, and structured home reading activities. Teachers communicate with families through newsletters, emails, and parent-teacher conferences, providing updates on student progress and offering personalized suggestions for supporting reading and writing. We also offer workshops and seminars, facilitated by our Parent Liaison and Reading Coach, focused on practical literacy strategies. These sessions cover topics such as reading with your child, the importance of vocabulary development, and ways to encourage writing at home, while also providing resources and modeling strategies for parents to use immediately. To build consistent home reading habits, students complete a monthly reading log that parents sign nightly. In addition, our school organizes reading

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

challenges and incentive programs that motivate students and engage families. These challenges include guidelines and suggestions for how parents can best support their child’s reading habits. Through this system, our school ensures that families are active, informed partners in supporting literacy development 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.

Our school has a systematic approach to monitoring reading achievement and growth for students in grades 3–5. Teachers conduct regular formative assessments through quizzes, reading logs, and classroom observations, providing real-time insight into student understanding and skill development. At the school level, students participate in standardized benchmark assessments at the beginning, middle, and end of the year to measure reading levels and growth. Students who demonstrate difficulty are given diagnostic assessments to identify specific skill deficits and determine the underlying causes.

All assessment data are compiled in a tracking system that allows teachers and administrators to monitor individual and group performance over time. Data teams—consisting of teachers, instructional coaches, and administrators—meet regularly to review results, identify trends, and make data-driven decisions regarding instruction and intervention.

At Mellichamp Elementary, we are committed to ensuring that every student receives the targeted support needed to become a successful reader. All grade levels participate in structured intervention blocks focused on meeting students where they are in their literacy development. Teachers use data from screeners and progress monitoring tools to group students strategically and provide tiered supports through MTSS, including small-group instruction, specialized reading strategies, and intensive interventions when needed.

Intervention instruction is aligned with the Science of Reading and emphasizes foundational skills such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. The Reading Coach collaborates with teachers to model effective strategies, provide professional learning, and monitor fidelity of implementation. Through this consistent, data-driven system, Mellichamp Elementary ensures that all students receive equitable access to high-quality instruction and intervention that accelerate reading growth and 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.

At Mellichamp Elementary School, ongoing professional development, grounded in the Science of Reading, structured literacy, and foundational literacy skills to support all students in 3–5. The Literacy Coach serves as a “job-embedded development facilitator” and

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

provides ongoing professional development, supporting teachers in applying research-based strategies in real time. Weekly ELA Collaborative Meetings provide teachers time to deconstruct standards, analyze formative and summative assessment data, and discuss strategies for implementing the SC Wonders curriculum in ways that explicitly address phonological awareness, phonics, decoding, fluency, vocabulary, and comprehension. Teachers are also provided with video-based learning sessions, including LETRS *Bridge to Practice* and SC Wonders classroom demonstrations, with follow-up discussions to apply these research-based strategies directly in the classroom. Additionally, the district provides quarterly ELA training covering Lexia, LETRS, LetterLand, and SC Wonders. These sessions reinforce structured literacy practices and give teachers tools to deliver explicit, systematic, and cumulative instruction aligned to the Science of Reading. Through this multi-tiered professional development system, teachers are equipped to implement evidence-based literacy instruction that meets the diverse needs of all students and promotes grade-level reading proficiency.

Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> • Percentage of students passing SC Ready in 3rd Grade increased from 16.7% in 2024 to 29.3% in 2025. • Teachers effectively use universal screening and progress monitoring tools (i-Ready and LETRS surveys) to identify student needs early. • SC Wonders ELA curriculum is being taught with increasing integrity, with grade-level teams demonstrating collaborative planning aligned to standards. 	<ul style="list-style-type: none"> • Percentage of students passing SC Ready in 4th and 5th grade decreased from 2024 to 2025 (SC Ready Data). • Male students perform significantly lower than female students in all grade levels (SC Ready Data).

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

<p><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 57.1 % to 47 % in the spring of 2025.</p>	<p>The third grade Does Not Meet category decreased from 57.1% to 51.03% as determined by SC Ready data.</p>
<p><u>Previous Goal #2: (Fourth Grade Goal):</u> Reduce the percentage of fourth graders performing below grade level in the fall of 2024 as determined by the iReady Assessment from 90% (6 students on grade level) to 76% (14 students on grade level) in the spring of 2025.</p>	<p>The percentage of fourth graders performing below grade level in the fall of 2024 as determined by the iReady Assessment decreased from 90% (6 students on grade level) to 89% (7 students on grade level) in the Spring of 2025.</p>
<p><u>Previous Goal #3: (Fifth Grade Goal):</u> Reduce the percentage of fifth graders performing below grade level in the fall of 2024 as determined by the iReady Assessment from 78% (14 students on grade level) to 63% (23 students on grade level) in the spring of 2025.</p>	<p>The percentage of fifth graders performing below grade level in Fall of 2024 as determined by the iReady Assessment stayed the same with 78% (14 students on grade level) in the Spring of 2025.</p>

Section I: Current SMART Goals and Action Steps Based on Analysis of Data

- All schools serving students in third grade MUST respond to the third grade reading proficiency goal. *Note the change in language for the 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.

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

Goals	Action Steps
<p>Current Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 29.3 % to 38.09 % in the spring of 2025.</p>	<p>Teachers will provide individualized instruction to all students in ELA and continue to receive deep literacy and language knowledge in the science of reading through Lexia LETRS professional learning. Teachers will receive ongoing differentiated support from the literacy coach. Identified students will receive intense Tier 3 instruction in small group setting. Letterland will be used daily for intervention in third grade. Teachers will provide targeted vocabulary instruction in all subjects. Students will receive personalized daily intervention through iReady. The parent liaison and literacy committee will provide parent literacy sessions. Teachers will read interactive read aloud across the curriculum daily. Identified students will receive Tier 2 and 3 intervention. The instructional leadership team will assist teachers with disaggregating data and using data to drive instruction.</p>

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

<p><u>Current Goal #2: (School-Wide Goal):</u> Increase the percentage of students performing on or above grade level in the Spring in the Phonics domain as determined by iReady from 37% to 50% in the Spring of 2025.</p>	<p>Teachers will implement daily, explicit phonics instruction using Letterland (3rd) and Wonders phonics routines (3rd–5th). Teachers will also integrate Science of Reading-aligned strategies (decoding practice, blending drills, word building, and dictation) and embed phonics spiral review into small group instruction and warm-ups. Teachers will use targeted interventions to identify students performing below grade level using iReady diagnostic data and weekly classroom assessments. Teachers will provide Tier 2 small-group phonics intervention weekly with progress monitoring. Teachers will deliver Tier 3 intensive phonics intervention for the lowest quartile, focusing on foundational gaps (CVC, multisyllabic decoding, vowel teams, prefixes/suffixes). Progress Monitoring will be done using iReady data chats and <i>weekly phonics skill checks</i> to monitor mastery. Teacher Support will be provided through professional learning/coaching on effective phonics instruction and corrective feedback, model lessons and co-plan with teachers for consistency and fidelity of phonics routines, and best practices will be shared across grade levels to align instruction and support vertical growth.</p>
<p><u>Current Goal #3:</u></p>	