

2025/2026 Primary and Elementary Reading Plan

District Name: Darlington

**If other, please
provide your district:**

School Name: Thornwell School of the Arts

Principal Name: Janice Dargan

Principal Email: janice.dargan@darlington.k12.sc.us

**Optional: Reading
Coach Email:** natasha.burns@darlington.k12.sc.us

**Describe how reading
assessment and
instruction for all
students in the school
includes oral
language,
phonological
awareness, phonics,
fluency, vocabulary,
and comprehension to
aid in the
comprehension of
texts to meet**

At Thornwell School of the Arts (TSA), reading assessments and instruction are carefully aligned with grade-level English/Language Arts standards through a comprehensive, research-based approach. This approach integrates key components such as oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Instruction is guided by the South Carolina College and Career Ready Standards, Early Learning Standards for 5K, and the Profile of a South Carolina Ready Kindergartener and Graduate. Educators use evidence-based strategies including explicit and systematic phonics instruction, shared reading, close

**grade-level
English/Language
Arts standards.:**

reading interactive writing, and writing workshops to support student learning. Programs such as LETRS, UFLI, and SAVVAS provide structured reading lessons, while small group instruction and individualized conferencing offer targeted support for student growth. Foundational literacy skills are further developed through techniques like read-alouds, shared reading, and direct instruction. Instructional decisions are driven by ongoing, systematic data collection, with teacher observations, schedules, and rigorous lessons serving as key evidence of these practices.

**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 TSA, word recognition assessment and instruction for 5K–5th grade students are grounded in the science of reading, structured literacy, and foundational literacy principles. This is achieved through the integration of LETRS training, UFLI phonics lessons, and the SAVVAS curriculum. LETRS equips teachers with the knowledge and tools to implement evidence-based practices in phonological awareness, phonics, and decoding, ensuring that instruction is both explicit and systematic. UFLI provides structured, sequential lessons that target foundational literacy skills and strengthen students' word recognition. The SAVVAS

curriculum complements these efforts by reinforcing phonics, vocabulary, and fluency while integrating comprehension strategies to support overall reading success. Together, these resources provide a cohesive, research-driven approach to building strong word recognition skills and promoting student growth.

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 TSA, I-Ready is used to assess all students in grades 5K–5th, providing a clear picture of each student's current reading level in relation to grade-level expectations. This data helps guide targeted instruction and intervention pathways, focusing on phonological awareness, word recognition or language comprehension based on individual needs. Students who are identified as performing below grade level are placed in Tier 2 or Tier 3 supplemental instruction. In addition, two reading interventionists provide pull-out support for these students during the school day. During intervention time, students also work on individualized learning paths through the I-Ready platform on their iPads. The supplemental instruction targets key reading components including foundational skills, listening comprehension, print concepts, phonological awareness, phonics,

decoding and encoding, fluency, and comprehension. I-Ready intervention instruction is delivered through small groups or one-on-one sessions with certified staff, with a focus on developing strategic reading behaviors. Evidence of implementation includes instructional anecdotal notes, schedules, action plans, and lesson plans.

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.:

TSA has implemented several systems to empower parents in supporting their children's development as readers and writers at home. One key initiative is the Title I Family Night, where parents are invited to the school to learn practical strategies and tips for encouraging literacy at home.

Classroom teachers send out weekly newsletters that keep parents informed about what students are learning in their English Language Arts (ELA) classes, offering insight into current lessons and activities. Parent-teacher conferences also provide valuable opportunities for one-on-one conversations. During these meetings, teachers share personalized feedback on students' reading and writing progress and offer tailored suggestions for how parents can support learning at home. Through a combination of family engagement events, consistent communication, and individualized support, TSA is

committed to providing parents with multiple tools to actively reinforce literacy development outside of the classroom.

Document how the school provides for progress monitoring of reading achievement and growth at the school level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.

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At TSA, reading achievement and growth are systematically monitored to ensure all students are progressing toward grade-level proficiency. I-Ready assessments are administered at least three times a year, along with regular progress monitoring checkpoints, to provide a broad overview of student performance. Students also engage with personalized intervention pathways on the I-Ready platform, which track their individual progress and growth. In addition to I-Ready, ongoing weekly assessments including SAVVAS assessments, UFLI phonics checks, and district curriculum post-assessments are used to monitor students' literacy development. This comprehensive approach to data collection allows educators to make informed decisions about instructional adjustments and targeted interventions, ensuring each student receives the support they need based on their unique learning profile.

Explain how the school will provide teacher training based in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students. :

TSA is dedicated to improving reading achievement for all students by offering comprehensive professional development for teachers and administrators rooted in the science of reading (LETRS), structured literacy (SAVVAS), I-READY training, and foundational literacy skills(UFLI). These professional learning opportunities emphasize Literacy Competencies for 5K–5th grade educators and leaders, ensuring alignment with the South Carolina College and Career Ready Standards. Teachers participate in standards-based training tailored to address specific instructional needs. 5K–5th grade teachers and administrators have either completed or are currently engaged in LETRS training, which equips them with the expertise to implement structured literacy instruction effectively.

Strengths:

The school monitors and tracks reading and writing instruction using SAVVAS assessments for all students in grades 5K–5th.

UFLI assessments are also administered to track student progress in literacy development.

The leadership team conducts systematic learning observations to strengthen instructional practices and identify areas for professional growth.

A “Learning Leaders Committee” engages all instructional staff in collaborative efforts to improve and promote student achievement.

The literacy coach supports teachers in the classroom to enhance instructional quality and the overall learning environment.

Reading Interventionists and certified support staff provide targeted assistance to students who are not yet meeting grade-level literacy expectations.

Possibilities for

Growth:

Assessment Analysis:

Teachers need support in effectively analyzing weekly and unit assessments to inform instruction and address individual student needs.

Targeted Small Group Instruction:

Small group instruction must be implemented consistently and with fidelity, using data from SAVVAS lessons and assessments to guide differentiation.

:Comprehensive Literacy Instruction

There is an ongoing need to ensure sufficient instructional time is allocated to teach reading and writing in a balanced, integrated manner.

**How many eligible
teachers in your
school have
completed Volume 1
ONLY of LETRS?:**

10

**How many eligible
teachers in your
school have
completed Volumes 1
and 2 of LETRS?:**

8

How many eligible teachers in your school are beginning Volume 1 of LETRS this year?:

4

How many eligible teachers in your school are beginning Volume 2 of LETRS this year?:

10

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

Previous Goal #1:

Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY from 50 % to 45 % in the spring of 2025.

Goal #1 Progress:

Goal has been met as identified.

Continue implementing standards-based, explicit instruction across all classrooms using SAVVAS and UFLI.

Teachers will use formative and unit assessment data, along with their understanding of student needs and content knowledge, to differentiate instruction effectively.

Ongoing progress monitoring using I-READY will be used to track students' academic performance.

Interventions, accommodations, and modifications provided to students will be consistently documented and tracked.

Previous Goal #2:

N/A

Goal #2 Progress:

N/A

Previous Goal #3:

N/A

Goal #3 Progress:

N/A

Current Goal #1:

By the end of the 2025-2026 school year students in third will be at 44% meets or exceeds according to SC Ready.

Goal #1 Action Steps:

Third grade at Thornwell School of the Arts will implement SAVVAS instructional materials with fidelity to guide teaching and learning.

Teachers will receive professional development and coaching to support the implementation of individualized instruction.

Small group instruction and UFLI lessons will be used for targeted reading interventions.

The reading interventionist and certified support staff will provide additional support for Tier 2 and Tier 3 students.

Teachers will use I-READY progress monitoring assessments to track students' growth.

Teachers will allow students to work on their individualized learning paths on the I-READY platform.

Professional Learning Communities (PLCs) will be used to identify student needs and strengthen instructional practices.

The Literacy Continuum will guide instructional strategies to ensure a comprehensive approach to literacy development.

Current Goal #2:

By the end of the 2025-2026 school year 80% of the K-1 students will be on grade level according to I-Ready Data by using UFLI with fidelity to teach phonics in order to provide the necessary skills and practices to develop phonological awareness.

Goal #2 Action Steps:

Teachers implementing UFLI lessons at TSA will begin by assessing students' phonics and word recognition skills to establish a baseline.

Based on assessment data, students will be grouped according to their instructional needs for targeted UFLI lessons.

UFLI lessons will follow a structured, systematic approach, emphasizing explicit phonics instruction, blending, and decoding strategies.

Multisensory activities will be integrated to boost student engagement and retention.

Student progress will be regularly monitored through formative assessments.

Teachers will engage in ongoing professional development to enhance their UFLI instructional skills.

Collaboration during Professional Learning Communities (PLCs) will allow teachers to share best practices and adjust instruction based on student outcomes.

Current Goal #3:

By the end of the 2025-2026 school year students in K-5 will be at 50% meets or exceeds according to I-Ready data.

Goal #3 Action Steps:

TSA will use PLCs to identify students' reading and writing needs and develop individualized student learning plans.

As needed, teachers will deliver UFLI lessons and incorporate LETRS strategies in daily instruction to strengthen foundational literacy skills.

Teachers will regularly provide weekly SAVVAS assessments to track students' growth.

The SAVVAS reading and writing curriculum will be implemented with fidelity to provide rigorous lessons.

Ongoing professional development for SAVVAS will ensure educators are equipped with effective instructional practices.

Academic progress will be closely monitored using data-driven decision-making.