

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? 19
- 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? 2
- How many teachers in your school are beginning Volume 2 of LETRS this year? 17
- How many CERDEP PreK teachers in your school have completed EC LETRS? 3
- 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.

To meet expectations set by the South Carolina College and Career Ready English Language Arts Standards, Marshall Elementary teachers understand that reading instruction must encompass oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. To accomplish this goal, our teachers provide explicit direct instruction using the following curricula: Heggerty, Letterland, and SC Wonders. All students are assessed using iReady Diagnostic. Additionally, students in kindergarten, first, and select second grade are administered a letter/sound assessment. The assessments address foundational skills, vocabulary, and comprehension. Teachers use the data from these sources to inform instruction.

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 use the Letterland Letter/Sound assessment, iReady Literacy Tasks, weekly word and sentence dictation assessments, as well as high frequency words assessments. During Heggerty students are taught how to identify, blend, and segment individual sounds in spoken words. During Letterland instruction, teachers teach letter-sound relationships explicitly and sequentially. This approach aligns with research that shows systematic phonics instruction improves word recognition and reading skills. Both programs align with structured literacy in that they provide systematic, explicit, and multisensory strategies that support learning. These assessments and instructional methods ensure that students build a solid foundation for reading success and are prepared to meet grade-level literacy standards. As we continue the LETRS professional development, we will implement its Phonics and Word Reading Survey.

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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. **The school uses universal screener data and diagnostic assessment data to determine targeted pathways for intervention in PreK-5th grade students who are not demonstrating grade-level reading proficiency. These screeners provide an overview of each student's performance in areas such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. For students with identified word recognition difficulties, interventions might include intensive phonics instruction and practice with decoding strategies through University of Florida Literacy Institute (UFLI). For those with challenges in language comprehension, the focus might shift to strategies that enhance vocabulary, background knowledge, and inferential reasoning as identified in students' i-Ready reports. Tier I intervention includes instruction for all students including whole and small reading groups through the use of the core curriculum, decodable, and leveled readers. Students who are functioning 1 year below grade level expectations are provided interventions within the classroom provided by classroom teachers or intervention assistants, including Waterford Reading Academy and iReady Personalized Learning Path. Students who are functioning 2 or more years below grade level expectations are provided interventions by a reading interventionist using UFLI and iReady lessons.**

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. **We keep parents informed through Class Dojo, weekly classroom newsletters, emails, monthly parent communication logs, parent-teacher conferences, and biweekly progress reports. These updates include information on students' progress and practical advice on how to support their reading and writing development at home. We host events that foster a stronger home-school connection such as Grandparents and Literacy, a family literacy night, Book Blast from Books Are Fun, School Store Book Buddies, and an author's tea. During each event, teachers, interventionists, and the reading coach provide strategies and practical resources parents can use to assist in the literacy development of their child. To build a reading habit, students complete a weekly reading log, signed by parents each night and students have 15 minutes of independent reading daily. Additionally, we organize reading challenges with guidelines and incentives such as Read with Cocky, the South Carolina Read-In, and Read Across America to motivate students and engage families in supporting their children's reading growth. Parents are made aware of students' progress with Waterford Reading Academy weekly progress reports. Monthly parent engagement nights.**

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. **Data from universal screeners, diagnostic assessments, progress monitoring assessments, and classroom-based evaluations are analyzed to track student progress. Focusing on phonemic awareness, phonics, fluency, vocabulary, and comprehension, teachers use SC Wonders progress monitoring assessments, Letterland fluency checks, and i-Ready reading comprehension passages. Teachers progress monitor Tier II and Tier III students every six days using iReady Literacy Tasks, respectively. Data are discussed in PLCs. The MTSS team meets on the 3rd Thursday of each month to review student progress monitoring data and adjust as needed.**

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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.

Teachers are currently in the second year of LETRS training with a focus on vocabulary and fluency. The reading coach provides ongoing training on the 2024 SCCCR ELA Standards, SC Wonders, and Letterland 2nd edition. The district also provides SC Wonders and Letterland training. Additionally, weekly grade level meetings are hosted for the purpose of “unpacking” the 2024 ELA standards. Early release days are used to provide school and district professional development. The reading coach facilitates coaching cycles with teachers who require additional support. The literacy coach also provides small group instruction for the purpose of demonstrating for the classroom teacher. Teachers participate in professional development sessions that focus on using diagnostic data to form small groups and make instructional decisions. Teacher led PLCs are facilitated biweekly to analyze classroom/district assessments and determine next steps in whole and small group instruction. We use data protocols from Solution Tree to guide data discussions.

Section G: Analysis of Data

Strengths	Possibilities for Growth
Reading and Spelling High Frequency Words	47% of students are classified as Tier II
Comprehending Informational Texts (K-2)	Difficulty decoding multisyllabic words is a contributing factor to lower phonics scores in (3-5)
45.9% of 3 rd graders Met/Exceeded SC Ready in spring 2025	Difficulty using affixes, Greek/Latin roots which impacts the ability to determine the meaning and use of vocabulary words
40.4% of 5 th graders Met/Exceeded SC Ready in spring 2025	Weaknesses in applying vocabulary strategies in phonics achievement negatively influences reading comprehension.
43.6% of 3rd graders Met/Exceeded SC Ready in spring 2025, showing a 25.3% increase from the 2023-2024 school year.	

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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
<u>Previous Goal #1 (Third Grade Goal):</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of 2022 as determined by SC READY from 47.1 % to 22 % in the spring of 2025.	• The percentage of 3rd grade students scoring two or more grade level expectations in ELA decreased from 47.1% in spring 2022 to 19.4% in spring 2025.
<u>Previous Goal #2:</u> By Spring 2025, MES will increase the percentage of 3 rd grade students showing mastery in reading comprehension from 24% to 35% as measured by i-Ready (Reading Comprehension Domain) scores.	• The percentage of 3rd grade students showing mastery in reading comprehension increased from 24% in fall 2024 to 40% in spring 2025.

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<u>Previous Goal #3:</u>	
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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
<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 45.9% to 57.9 % in the spring of 2026.	• Continue providing targeted tier two and three intervention. • Progress monitor interventions on a biweekly basis. • Initiate a schoolwide MTSS program based on the SCDE’s newly developed MTSS process • Weekly PLCs and planning meetings with all grade levels. • Provide standards-based instruction using HQIM. • Utilize data to drive instruction. • Provide coaching and professional development based on individual and schoolwide data. • Monthly parent and community engagement sessions to support school/community relationships. • Utilize the 21st Century afterschool program

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	• Create Academic Improvement Plans for 3rd graders who score below 489 on the iReady Diagnostic Assessment. • Utilize iReady and SC Wonders personalized learning paths.
<u>Current Goal #2:</u> Increase the percentage of second graders scoring at or above grade level as determined by iReady from 15% to 49% in the spring of 2026.	• Continue providing targeted tier two and three intervention. • Progress monitor interventions on a biweekly basis. • Initiate a schoolwide MTSS program based on the SCDE's newly developed MTSS process • Weekly PLCs and planning meetings with all grade levels. • Provide standards-based instruction using HQIM. • Utilize data to drive instruction. • Provide coaching and professional development based on individual and schoolwide data. • Monthly parent and community engagement sessions to support school/community relationships. • Utilize the 21st Century afterschool program • Create Academic Improvement Plans for 3rd graders who score below 489 on the iReady Diagnostic Assessment. • Utilize iReady, Waterford, and SC Wonders personalized learning paths.
<u>Current Goal #3:</u> Increase the percentage of first graders scoring at or above grade level as determined by iReady from 21% to 49% in the spring of 2026.	• Continue providing targeted tier two and three intervention. • Progress monitor interventions on a biweekly basis. • Initiate a schoolwide MTSS program based on the SCDE's newly developed MTSS process • Weekly PLCs and planning meetings with all grade levels.

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	• Provide standards-based instruction using HQIM. • Utilize data to drive instruction. • Provide coaching and professional development based on individual and schoolwide data. • Monthly parent and community engagement sessions to support school/community relationships. • Utilize the 21st Century afterschool program • Create Academic Improvement Plans for 3rd graders who score below 489 on the iReady Diagnostic Assessment. • Utilize iReady, Waterford, and SC Wonders personalized learning paths.
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