



Edisto Elementary School 2025-2026 Reading Plan

Section A: Reading Assessment & Instruction

At Edisto Elementary, reading instruction for all students integrates oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to ensure mastery of grade-level ELA standards. Instruction is grounded in Tier 1 evidence-based practices within the Multi-Tiered System of Supports (MTSS) framework, ensuring that all students receive high-quality instruction. Teachers use Wonders Interactive Read Alouds, iReady lessons, and morphology routines to explicitly teach foundational skills while embedding comprehension strategies across content areas.

Section B: Alignment to the Science of Reading & Structured Literacy (Third Grade Focus)

Our literacy plan is built on the science of reading and structured literacy principles, with a particular focus on third grade proficiency. Instruction is explicit, systematic, cumulative, and diagnostic. Third grade teachers deliver structured phonics, morphology, vocabulary, and comprehension lessons aligned to the South Carolina College- and Career-Ready (SCCCR) standards, while iReady diagnostics guide targeted reteaching.

Through MTSS:

- Tier 1: Core instruction aligned with the science of reading.
- Tier 2: Targeted small-group interventions in decoding and comprehension.
- Tier 3: Intensive individualized interventions delivered by the reading interventionist.
- Enrichment: Advanced readers engage in extension tasks and novel studies to deepen comprehension.

Section C: Pathways of Intervention Using Assessment Data

-Edisto uses iReady universal screeners, growth monitoring, and diagnostics to place students into MTSS pathways:

- Students with word recognition needs → targeted phonics and decoding instruction.

- Students with comprehension needs → explicit vocabulary and comprehension strategy groups.

Interventions are documented using the Orangeburg County School District (OCSD) District Intervention Tracking Chart to ensure evidence-based practices are delivered and monitored with fidelity. Each student's progress is monitored using tools such as iReady lessons, UFLI (University of Florida Literacy Institute) Letterland, and Wonders formative assessments. Fidelity checks are reviewed during Professional Learning Communities (PLCs) and leadership team meetings.

Section D: Parent Support System

Parents are engaged as literacy partners through:

- Weekly newsletters that explain what students are learning in reading/writing with suggestions for practice at home.

- Parent Literacy Nights and workshops on practical literacy strategies.

- iReady Home Reports and student goal-tracking sheets.

- Support from the Parent Liaison to ensure consistent communication and follow-up.

These activities align with OCSD's MTSS expectation for strong family and community engagement as a component of literacy development.

21st Century Community Learning Center (CCLC) Program

In addition to ongoing family engagement initiatives, Edisto Elementary participates in the 21st Century Community Learning Center (CCLC) program, which provides after-school academic enrichment, homework support, and literacy-based activities. These sessions reinforce reading, writing, and critical-thinking skills aligned with classroom instruction and the South Carolina College- and Career-Ready Standards.

The 21st Century program also strengthens home-school connections by offering extended opportunities for students to engage in literacy learning in a structured, supportive environment. Activities are coordinated with classroom teachers to ensure continuity and promote student success across school and enrichment settings.

Section E: Progress Monitoring of Reading Achievement

Reading growth is monitored through:

- Common formative assessments and Wonders unit assessments.
- iReady Growth Monitoring (monthly).
- Data PLC data meetings (weekly) to track progress and adjust interventions.
- Leadership team reviews of Self-Assessment of MTSS Implementation (SAM) survey results and fidelity checks.

Data-Based Problem Solving (DBPS) is central to progress monitoring. DBPS means that staff use data consistently and systematically to identify why students are not meeting expectations, select evidence-based practices, and adjust instruction or interventions as needed. Data sources include iReady diagnostics, SC Ready benchmarks, and the Intervention Tracking Chart. Data is used to evaluate fidelity of MTSS implementation and to ensure fairness and effectiveness of interventions.

Section F: Teacher Training in Science of Reading & Structured Literacy

Professional learning at Edisto Elementary includes:

- Weekly PLCs facilitated by the Reading Coach (focus: small-group instruction, morphology, comprehension).
- District Bootcamp (Improving Mastery Practices and Coaching for Teachers) sessions, Literacy Task training, and MTSS professional development.
- Job-embedded coaching cycles based on the Diane Sweeney coaching model to support classroom implementation of Tier 1–3 practices.

- LETRS (Language Essentials for Teachers of Reading and Spelling) training for teachers.

All 3rd–5th grade teachers at Edisto Elementary are enrolled in LETRS through Lexia Learning. Teachers have completed Volume 1 and are currently engaged in Volume 2 professional learning.

While LETRS itself does not produce quantitative student data points (like i-Ready or DIBELS), it strengthens teacher knowledge and instructional practice in the science of reading.

Evidence of Implementation and Impact:

- Instructional fidelity observed through phonological awareness, phonics, fluency, vocabulary, and comprehension lessons.
- Coaching observations and PLC reflections documenting teacher application of LETRS strategies.
- Student growth data in i-Ready diagnostics, formative assessments, and Wonders unit assessments demonstrating improved foundational and comprehension skills as teachers apply LETRS learning.

LETRS training builds teacher expertise in the science of reading. Although it does not generate direct student data points, fidelity of implementation is monitored through walkthroughs, PLC reflections, and student growth data (i-Ready and SC Ready). Evidence of impact is collected through implementation checklists and coaching feedback.

Section G: Analysis of Data

Strengths:

- MTSS framework with strong Tier 1 core instruction and established intervention blocks.
- Use of iReady and common assessments to drive instruction.
- Collaboration through PLCs and coaching support.
- Leadership team uses SAM survey results and DBPS to guide improvements.

Areas for Growth:

- Expand classroom libraries and independent reading opportunities.
- Strengthen Tier 1 literacy integration across content areas (science, social

studies).

- Increase community and parent involvement in literacy development.

Section H: Previous Goals & Progress (2024–2025)

Goal #1 (Third Grade Goal): Reduce the percentage of 3rd graders scoring DNM on SC Ready from 67% (2024) to 50% (2025).

Progress:

School Year 24-25 – 67% scoring Does Not Meet Expectations

School Year 22-23 – 60% scoring Does Not Meet Expectations

Section I: Current SMART Goals & Action Steps (2025–2026, Third Grade Focus)

Goal #1 (Third Grade Goal – aligned to 2030 Vision):

By May 2026, increase the percentage of third grade students scoring Meets & Exceeds on SC Ready ELA from 40% to 50% by 2026, moving toward the 2030 goal of 75%.

Action Steps (aligned to MTSS):

1. Data Analysis: Review iReady, SC Ready, and formative assessment data in PLCs to identify Tier 1 gaps and Tier 2/3 needs.
2. Targeted Interventions: Provide Tier 2 and Tier 3 supports for struggling readers while offering enrichment for advanced students.
3. Professional Development: Train teachers in structured literacy practices, MTSS protocols, and intervention fidelity.
4. Parent Engagement: Deliver monthly literacy-focused communication and family workshops to support third grade goals.
5. Progress Monitoring: Monitor growth bi-weekly through PLC reviews and monthly MTSS check-ins, making instructional adjustments as needed.
6. Fidelity Checks: Leadership team will use SAM survey results and intervention tracking charts to ensure consistent MTSS implementation.