

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? 30
- 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? 30
- How many CERDEP PreK teachers in your school have completed EC LETRS? 4
- 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.

Reading assessment and instruction includes all six areas of reading at Edisto Primary School. Teachers are equipped with instructional materials with embedded progress monitoring tools to track student performance in all six areas of reading instruction. These instructional materials also provide Summative Assessments to check for standard mastery. SC Wonders is the structured English/Language Arts curriculum used at Edisto Primary School. The curriculum provides opportunities for explicit instruction on the five pillars of reading instruction, with built in weekly assessments to direct teacher instruction. Letterland is another curriculum used to specifically focus on phonological awareness, phonics and fluency. Students engage in daily activities that help them recognize and manipulate sounds and letters, while enhancing vocabulary skills. Built in assessments in Letterland, inform teachers immediately on which skills students may need remediation or intervention. Waterford also incorporates an interactive, independent, and adaptive phonological awareness and phonics offering for students to work on their reading skills. Through the highly leveraged practice of small group instruction, students benefit from time with the teacher to work on skills and strategies that were not mastered based on the data collected from assessments given. They are given the opportunity to address needs those students might have in fluency, vocabulary, and comprehension, allowing for differentiated support based on ongoing assessment. Students take the iReady assessment three times per year. As students' data becomes available, the program provides opportunities for more individualized support within their personalized pathways.

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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.

Aligning Word Recognition to the Science of Reading, Structured Literacy and Foundational literacy skills is accomplished through the school's various programs and resources used, these programs and resources include, SC Wonders, Letterland, Waterford and iReady.

Teachers have been trained and are encouraged to use grapheme mapping which supports all learned word patterns recognized when read. At Edisto Primary teachers have also been trained on how structured and systemic phonics instruction, decoding and encoding practice supports automatic word recognition.

SC Wonders includes explicit teaching of letter sound relationships and phonemic awareness skills which are necessary for word recognition. Word recognition is interwoven in daily instruction where students practice decoding and reading words within the grade level appropriate text. SC Wonders also includes opportunities to reinforce sight word recognition. The weekly assessments for progress monitoring and unit assessment assess students on their ability to recognize words. The curriculum is deeply grounded in the research of Science of Reading.

Letterland is a structured component of daily instruction at Edisto Primary. The daily explicit instruction allows students to develop automatic word recognition by associating sounds with visual and auditory cues built into the lessons. Letterland provides a strong foundation in letter/sound correspondence which aligns with the Science of Reading and follows a systemic scope and sequence for word recognition.

iReady is an adaptive program that students engage in with a set weekly goal in terms of minutes. The program provides targeted word recognition activities that align with the Science of Reading. The fluency practice embedded in the system helps to support students with their word recognition. The data iReady provides, in regard to word recognition allows teachers to plan for and address any gaps.

This year teachers used the LETRS Word Recognition Survey to gather baseline data on students' ability to recognize and read words.

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.

Targeted intervention is key for closing student gaps in literacy. At Edisto Primary we use a combination of iReady diagnostic screener information, L.E.T.R.S. Word Reading Survey Assessment, Letterland letter/sound assessment, Letterland phonics inventory data and Letterland word reading assessment to identify which students would benefit from targeted intervention. iReady percentiles and L.E.T.R.S. Word Reading Survey Assessment data are considered while our interventionist gives additional assessments in spelling inventory and the PAST to help form like groups.

Intervention is supported by MTSS time blocks that are built into each teachers' schedule. Intervention occurs in the classroom or students may be pulled from their class during this MTSS time to receive support from an interventionist. Classroom Teachers along with our Reading Academic Interventionist are triangulating data to determine the readiness of students through progress monitoring of skills and decision of next steps in the targeted pathway of intervention.

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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.

Families are encouraged to support their students at home in literacy. Edisto Primary School hosts Family Nights monthly. We will have four nights that are focused on literacy with relevant sessions where parents can receive additional support for helping their child at home. An iReady Family Night also occurs twice a year where families can meet with grade level teachers to gain an insight into their students' scores and learn ways to further support their instruction in improvement areas.

Additionally, a monthly newsletter geared for families is sent home that highlights a literacy strand with tips for home literacy support and includes links for further exploration. This flyer is posted on our school website and on our social media accounts to support families who are unable to come into the building on Family Nights. Teachers will begin sending home practical tips for parents to use in daily interactions with their students to build vocabulary, fluency, and foster engaging reading routines at home on a regular basis.

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.

There are a variety of tools used to monitor reading achievement and growth. Monthly reading level data is captured by teachers to monitor reading progress for fluency. Teachers also use the weekly data collected through iReady, Letterland and anecdotal notes through Small Group instruction. Through the triangulation of all of these data points teachers are able to make informed decisions on how to meet students' needs. Teachers keep data notebooks to provide the needed information to discuss student progress during our Data Meetings every four weeks and twice a month during PLCs. Students receiving tier 1 instruction only are progress monitored weekly in phonics instruction and quarterly in phonics and fluency with our Letterland curriculum and LETRS Word Reading Survey. Progress monitoring assessment in vocabulary and comprehension occur at the end of each text set or weekly unit in our curriculum SC Wonders. Teachers use data charts in each classroom to guide placements for intervention, enrichment and to track progress.

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.

All teachers are participating in the LETRS training this year, with the majority of teachers beginning volume 2. This body of work directly supports the science of reading, structured literacy and foundational literacy skills and will allow teachers to apply strategies to support the reading instruction of students with various needs. Teachers will engage in professional development opportunities from the school-based literacy coach, district curriculum and instruction personnel and our state supported literacy specialist based on the need of the school, whether school wide, grade level specific or individual needs of support. Teachers will also be engaged in weekly planning to ensure that instructional approaches are grounded in the

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research behind the science of reading. Data meetings with teachers will discuss student progress and any additional support that teachers may need by way of training on different strategies for implementation. Our goal is to make sure that when given tasks, the work is properly vetted and based on the science of reading, structured literacy and working toward mastery of foundational literacy skills.

At Edisto Primary School our bi-monthly PLCs focus on ELA strategies, data and assessment for improved instruction.

Each year Edisto Primary is represented at the state's reading conference. It is an expectation that those who attend come back to the school and lead PD on newly gained information in literacy.

Section G: Analysis of Data

Strengths	Possibilities for Growth
- o teachers routinely assess and monitor students. - o teachers plan in collaborative groups - o teachers and administrators work together to make sure assessments are given - o Instructional leadership - o data is used to inform instruction and small groups. - o teachers plan for small groups - o our school has print-rich and literacy rich classrooms. - o all classrooms have libraries with varied text, interest, and ability levels. - o literacy coach with over 10 years of coaching experience - o our school has an administrative team who values the importance of and fosters literacy. - o our parenting and literacy liaison partners with classroom teachers, Literacy Coach and Administration to provide monthly meetings for parents/stakeholders. - o large, leveled library bookroom for teachers to check out materials and text for readers for small group and intervention instruction. - o data teams meet every four weeks to review student data, monitor progress and provide next steps for intervention or enrichment. - o professional literature and excerpts available for teachers to discuss in collaborative groups	- o creating more student-centered collaborative classroom experiences in literacy - o Engage in professional development geared towards the successful implementation of the writing process - o conduct more student teacher conferences in reading and writing. - o setting more short-term goals for students in reading and writing through conferences - o incorporating more researching opportunities into literacy instruction - o create opportunities for teachers to have vertical articulation conversations prior to the start of the school year - o continuous support for small group implementation in analyzing next steps in instruction - o classroom implementation of SC Wonders reading curriculum

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- o professional library with up-to-date materials and practices for teacher checkout - o literacy portfolios kept on each child in our building with up-to-date quarterly data - o Comprehensive and grade appropriate implementation of the phonics curriculum, Letterland - o decodable or leveled readers for fluent reading sent home - o bi-weekly PLCs for reading instruction - o teacher understanding of iReady data to make informed decisions for students. - o Students in grades 1-2 are served by a Reading Interventionist based on data supporting the need for Tier III support.	
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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:</u> By the Spring of 2025, Edisto Primary will reduce the percentage of students scoring <i>below grade level</i> in phonics from 85 percent to 47 percent or less as indicated by iReady.	During the 2024-2025 school year, Edisto Primary results of the targeted goal are as followed: IReady Reading PHONICS: Below Grade Level Edisto Primary School- the percentage of students scoring below grade level in phonics from 86% to 50% did not meet goal Students in Kindergarten the percentage of students scoring below grade level in phonics from was 31% did meet goal Students in First Grade the percentage of students scoring below grade level in phonics was 51% did not meet goal

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	Students in Second Grade the percentage of students scoring below grade level in phonics was 65% did not meet goal Typical Growth In the Spring 97% of students met their annual typical growth school wide from 49% in the Winter. Kindergarten- In Kindergarten 100% of students met their annual typical growth from 53% in the Winter. First grade- In First Grade 94% of students met their annual typical growth from 49% in the Winter. Second grade- In Second Grade 90% of students met their annual typical growth from 45% in the Winter. Students Meeting or Exceeding Expectations Schoolwide- 48% Kindergarten-85% First Grade-32% Second Grade-34%
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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.

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- 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:</u> By May 2026, Edisto Primary will increase the percentage of 2nd grade students performing at or above grade level based on iReady reading from <u>34 %</u> to <u>45 %</u>.	- Engage in effective and efficient planning of Tier I instruction to reflect the alignment of the standards using the research and evidence based districtwide curriculum. - Implementing backwards design of instruction by beginning with the assessment, provided in the district approved curriculum, to ensure Tier I instruction is rigorous. - Provide relevant professional development opportunities for teachers to implement strategies that yield high effect sizes for student outcomes - Ensure teacher clarity in regard to standards deconstruction. - Vet student activities to ensure that they are aligned to the standards and/or addressing specific learning needs to close achievement gaps. - Discussion of test taking expectations to motivate students to perform to their optimal performance level. - Implement targeted small group instruction for intervention and enrichment for all students - Progress monitor instruction for students in Tier II and Tier III to inform instructional decision for lesson implementation - Provide opportunities for skills practice on iReady daily
<u>Current Goal #2:</u> By May 2026, Edisto Primary will increase the percentage of 1st grade students performing at or above grade level based on iReady reading from <u>32%%</u> to <u>45 %</u>.	- Engage in effective and efficient planning of Tier I instruction to reflect the alignment of the standards using the research and evidence based districtwide curriculum. - Implementing backwards design of instruction by beginning with the assessment, provided in the district approved curriculum, to ensure Tier I instruction is rigorous. - Provide relevant professional development opportunities for teachers to implement strategies that yield high effect sizes for student

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	outcomes • Ensure teacher clarity in regard to standards deconstruction. • Vet student activities to ensure that they are aligned to the standards and/or addressing specific learning needs to close achievement gaps. • Discussion of test taking expectations to motivate students to perform to their optimal performance level. • Implement targeted small group instruction for intervention and enrichment for all students • Progress monitor instruction for students in Tier II and Tier III to inform instructional decision for lesson implementation • Provide opportunities for skills practice on iReady daily
<u>Current Goal #3:</u> By May 2026, 70% of students in Pre-K through 2nd grade will meet or exceed proficiency in writing and communication, as measured by grade-level rubrics aligned to the SC ELA Written and Oral Communication standards.	• Align writing instruction with SC ELA standards across all grade levels. • Implement daily writing opportunities (e.g., journals, shared writing, writing centers). • Use mentor texts to model writing structure, voice, and conventions. • Provide grade level professional development to deconstruct writing rubrics aligned to SC standards. • Provide PD on giving actionable feedback and development of writing goals for students. • Collect genre specific writing samples to monitor progress and adjust instruction in the teaching of the process of writing. • Use formative assessments to guide instruction and conduct writing conferences with feedback. • Provide PD on writing instruction strategies, for all genres of writing. • Identify students needing Tier 2/3 writing support through data analysis. • Implement targeted writing interventions (e.g., sentence-building, handwriting, idea development). • Use small group instruction to reinforce foundational writing skills.

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