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? 3
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 4
- How many teachers in your school are beginning Volume 1 of LETRS this year? 13
- How many teachers in your school are beginning Volume 2 of LETRS this year? 3
- How many CERDEP PreK teachers in your school have completed EC LETRS? 1
- 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.
At Watkins-Nance Elementary, reading instruction and assessment for all PreK–5th grade students are designed to develop key literacy components: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension in alignment with the South Carolina College- and Career-Ready (SCCCR) English Language Arts standards. These elements are embedded in daily tier one instruction through the district's comprehensive literacy framework. Teachers use the district's scope and sequence along with the Wonders Curriculum to guide instruction and ensure standards-based teaching and learning. Additionally, the Orton-Gillingham approach is incorporated to provide explicit, systematic, and multi-sensory instruction.

**Oral Language**

PreK–5th grade teachers incorporate daily opportunities for students to participate in structured conversations, storytelling, and academic dialogue. This includes interactive read-alouds with purposeful questioning and vocabulary-rich discussions that strengthen both expressive and receptive language abilities.

**Phonological Awareness**

In PreK-1st grade, phonological awareness is explicitly taught through daily instruction using multi-sensory strategies. Students engage in rhyming, syllable segmentation, onset-rime blending, and phoneme manipulation.

**Phonics**

Systematic and explicit phonics instruction begins in kindergarten and continues through 3rd grade. Our school implements the newly adopted Wonders Curriculum alongside the Orton-Gillingham approach both structured phonics programs grounded in the science of reading to promote consistency and alignment across grade levels. Students are taught sound-spelling correspondences, decoding strategies, and spelling patterns in a sequential and cumulative way. Phonics assessments such as letter-sound fluency, nonsense word reading, and spelling inventories are administered to monitor growth and guide instruction.

**Fluency**

Fluency is developed through repeated reading, teacher modeling, choral reading, and independent practice using leveled texts. In grades 1st –5th, students participate in fluency routines that focus on accuracy, rate, and expression. Assessment of fluency includes regular one-on-one oral reading fluency checks using Curriculum Based Measures (CBMs).

**Vocabulary**

Vocabulary instruction is embedded across the curriculum. Teachers explicitly teach academic and content-area words as well as model word-learning strategies.

**Comprehension**

Reading comprehension is the goal of all reading instruction. Starting in PreK, students are taught comprehension strategies such as retelling, predicting, questioning, and making connections. As students progress, they learn to analyze texts, identify main ideas and themes, make inferences, and cite textual evidence. Teachers use a variety of assessments, running records, comprehension rubrics, the Wonders Curriculum, and district created Common Formative Assessments (CFAs) to evaluate understanding. Instruction is differentiated based on assessment data and includes strategy groups and small-group instruction to target specific needs.

To identify essential literacy skills, our school utilizes a variety of district-provided universal screeners to monitor, evaluate, and improve instruction. In Pre-K, myIGDI (Individual Growth and Development Indicators) assess early literacy skills in areas such as oral language, phonological awareness, and alphabet knowledge, helping teachers to identify students who need targeted support to build foundational reading skills.
The Kindergarten Readiness Assessment (KRA) measures students' preparedness for school across multiple domains, including language and literacy. The resulting data guides teachers in tailoring instruction to strengthen early reading development.
STAR Early Literacy and STAR Reading provide ongoing, adaptive assessments that track students' progress in key reading components such as phonics, vocabulary, and comprehension, enabling data-driven instruction and differentiated intervention. Teachers use STAR's Curriculum Based Measures (CBMs) to monitor students' individual response to tier two interventions.

The Benchmark Assessment System (BAS) provides insight into students' reading levels, fluency, and comprehension through one-on-one reading tasks, allowing us to match instruction and texts to individual needs for optimal reading growth.

**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 Watkins-Nance Elementary, our teachers incorporate the Science of Reading by delivering word recognition instruction that is explicit, systematic, and intentional. In our PreK-1st grade classrooms, teachers prioritize building strong phonological and phonemic awareness by engaging students in activities that help them hear, segment, blend, and manipulate sounds in spoken words. As students begin to grasp the alphabetic principle, our teachers provide clear, step-by-step phonics instruction, explicitly teaching the connection between letters and sounds. They focus on teaching students to decode words by applying the specific phonics patterns they have learned. Also, they help students build fluency with high-frequency words and support them in mastering irregular words by using orthographic mapping strategies. These strategies link sounds, letters, and meaning together, helping students recognize words quickly and accurately, which leads to automatic word recognition skills.

For students in 2nd-5th grade at Watkins-Nance, teachers continue this structured and cumulative approach by introducing more complex phonics patterns such as vowel teams, diphthongs, and multisyllabic word decoding. They also weave in morphology instruction by explicitly teaching prefixes, suffixes, and root words to deepen students' decoding and vocabulary skills. Our teachers incorporate fluency-building strategies like repeated reading, choral reading, and one-minute timed CBMs to promote automatic word recognition. We also use reliable assessments that help us screen and monitor word recognition in PreK through 5th grade, the Phonological Awareness Screening Test (PAST), the LETRS Phonics and Word Study Survey, and the Orton-Gillingham Informal Spelling Survey. The PAST helps us pinpoint students' strengths and gaps in phonological awareness skills. The LETRS Phonics and Word Study Survey gives a clear picture of where each student is in their decoding and phonics development, allowing us to tailor instruction to meet the needs of every learner. The Orton-Gillingham Informal Spelling Survey reveals how well students understand and apply spelling patterns, which connect directly to their word recognition and writing skills

**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.

At Watkins-Nance Elementary, we use data from the STAR Early Literacy and STAR Reading universal screeners to identify students in PreK- 5th grade who are not yet reading at grade level. The results of this assessment help us determine whether a student needs support with word recognition or language comprehension concepts. Based on each student's STAR scale score, we place them into tiers for small group instruction to ensure instruction is matched to their specific needs.

Tier 1 students who are performing at or above grade level are provided with enrichment activities in a small group setting to extend and deepen their learning. Tier 2 students receive targeted support from their classroom teacher, focusing on specific skills identified through diagnostic data. Tier 3 students receive intensive intervention from the school's reading interventionist, in addition to the targeted support provided by their classroom teacher as part of Tier 2. This layered and personalized approach allows us to create targeted intervention pathways either in word recognition or language comprehension and ensures that every student receives the support or enrichment they need to grow into a proficient reader.

**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.

Parents receive ongoing support to help their children grow as readers through various resources and events. Each week, teachers send home a newsletter detailing what they are learning and tips for fostering reading and writing skills. Parents are invited to attend STEM nights where literacy is incorporated into fun, educational activities. Parents attend an event that coincides with the book fair where they eat a snack, shop, and receive tips to read with their students each day for 15 minutes to encourage reading growth. Parent-teacher conferences also provide an opportunity to discuss individual students' progress and ways to reinforce reading habits at home. Parents have access to reading resources on the website and receive the STAR Parent Report that includes the student's scale score and lexile level. Students receive free books throughout the year as well as a summer selection of books.

**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-5$^{th}$ grade intervention based on all available data to ensure grade-level proficiency in reading.

Reading progress is assessed regularly using the STAR Early Literacy and STAR Reading assessments as our universal screeners, administered multiple times per year to identify student needs and measure growth over time.

At the classroom level, teachers use STAR data alongside mastery connect, formative assessments, and standards-based checks for understanding to inform instruction, guide small-group work, and provide individual support. Teachers and support staff also rely on walkthroughs, classroom observations, and student work samples to ensure instructional practices align with student needs and curriculum expectations.

At the school level, data teams including teachers, interventionists, instructional coaches, and administrators meet regularly to review assessment trends, monitor student progress, and make decisions regarding reading interventions within our Multi-Tiered System of Supports (MTSS). Students who are at-risk or have a low benchmark receive tiered interventions, with progress monitored frequently and adjustments made as needed. This monitoring may occur on a bi-weekly basis if the student is extremely at risk. Typical interventions run from 6-12 weeks.

By using multiple sources of data to support the MTSS framework, the school ensures that every PreK–5 student receives timely, targeted, and effective reading instruction and support.

**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 our school, teachers receive training grounded in the Science of Reading, Structured Literacy, and foundational literacy skills through the Orton-Gillingham approach and LETRS (Language Essentials for Teachers of Reading and Spelling). The literacy coach will provide ongoing support in the science of reading by collaborating with teachers to model effective practices, co-plan lessons, and analyze student data to inform instruction.
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**Section G: Analysis of Data**

| Strengths | Possibilities for Growth |
|---|---|
| • Teachers use the 2024 South Carolina College and Career Ready standards when planning instruction.<br>• Teachers work collaboratively in PLCs to analyze data and make instructional decisions for small groups<br>• Weekly Guided Planning sessions are happening consistently for all grade levels | • Strengthen alignment between STAR data and instructional planning by increasing the consistent use of Lexia and Freckle during Tier 2 small-group instruction.<br>• Integrate Lexia reports and Freckle outcomes into MTSS decision-making for Tier 2 and Tier 3 students.<br>• Build on the success of PLC collaboration by having grade-level teams calibrate Tier 1 instruction through shared analysis of student work and data trends. |

**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 |
|---|---|
| Goal #1 (Third Grade Goal):<br>Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY from 45.3 % to 40 % in the spring of 2025. | Spring SC Ready 2024 data indicated 45.3% of students scored in the Does Not Meet category. We met our goal. We decreased from 45.3% to 20.7%. Factors that contributed to our decrease:<br>• Unpacking the state standards<br>• ELA curriculum consultant training sessions<br>• Extended planning sessions for all grade levels<br>• Consistent reading intervention in tier 2 and 3 |
| Previous Goal #2:<br>By Spring 2025, Watkins-Nance Elementary School will decrease the number of students scoring in Urgent Intervention by 5% as measured by the universal screener, STAR Reading. | Watkins-Nance reduced the percentage of students in the urgent intervention category from 21% in Fall 2024 to 19.4% in Spring 2025—a 1.6% decrease. Although the goal was not met, the data reflects positive movement. |
| Previous Goal #3:<br>During the 2024-2025 school year, 100% of Pre-K-5th grade teachers will receive ongoing Professional Learning Opportunities (PLOs) monthly focused on literacy best practices and utilizing formative assessment data to plan, execute, and reflect on daily instructional practices. | 100% of teachers received on-going district and school-based Professional Learning Opportunities (PLOs) in various areas:<br>• Setting goals and progress monitoring utilizing STAR data<br>• Conducting Writer's Workshop with fidelity<br>• Implementing effective intervention<br>• Deconstructing standards |

## 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 |
|---|---|
| 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 36.6 % to 40 % in the spring of 2026. | • Provide feedback to teachers to improve standards-based core instruction.<br>• Use targeted intervention for students (small group, individual) using district literacy resources.<br>• Utilize Discus to increase student access to informational text and research.<br>• Collaborate with students to set goals for formal and informal assessments.<br>• Provide PLOs focused on intervention strategies and best practices. |
| Current Goal #2:<br>By the end of the 2025-2026 school year, 40% of parents/guardians will participate in a family literacy activity or community engagement event. Evidence will be measured by attendance and participation rosters at each event. | • Increase anticipation for literacy and community events through advertisement on social media platforms<br>• Collaborate with our Parent Engagement Specialist<br>• Continue implementing our established annual family events<br>• Provide resources, strategies, and tools for families that support learning at home |

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|---|---|
| Current Goal #3:<br>Goal #3 By the end of the 2025–2026 school year, 100% of Pre-K–5th grade teachers will participate in monthly Professional Learning Opportunities (PLOs) focused on improving writing instruction through the use of the Writing Rope framework, modes of writing (narrative, informational, opinion), and Visible Learning strategies—including clear learning intentions, success criteria, and effective feedback—resulting in at least a 10% increase in student writing proficiency as measured by school-wide writing assessments. | Action Steps Pre-K-5:<br>· Utilize SC State Standards to explicitly teach the literacy skills and strategies of reading, writing, listening, and speaking to engage students in all content areas.<br>· Conduct a teacher survey on current writing instructional practices and knowledge of the Writing Rope and Visible Learning strategies.<br>· Analyze previous year's student writing data to establish baseline proficiency levels.<br>· Schedule monthly sessions to include but not limited to:<br>· Writing Rope components (e.g., sentence structure, text structure, writing processes)<br>· Writing modes (narrative, informational, opinion)<br>· Visible Learning strategies (learning intentions, success criteria, feedback)<br>· Align PLOs with grade-level writing standards and pacing guides. · Provide coaching cycles, model lessons, and guided planning.<br>· Provide resources, exemplars, and anchor charts teachers can use in classrooms.<br>· Conduct Professional Learning Communities (PLC) meetings to review data and student work.<br>· Administer end-of-year writing assessment and analyze growth. |