

South Carolina Department of Education
Carolina Elementary School
Hartsville, SC
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? 10
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 3
- How many teachers in your school are beginning Volume 1 of LETRS this year? 5
- How many 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? N/A
- How many CERDEP PreK teachers in your school are beginning EC LETRS this year? N/A

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:

- Teachers administer i-Ready diagnostic assessments at the beginning, middle and end of the year to measure student progress in phonological awareness, phonics, high frequency word knowledge, vocabulary, and comprehension.
- Teachers administer Savvas myView Literacy benchmark assessments at the end of each six week unit of instruction to measure student progress in South Carolina College and Career Ready standards and indicators. These assessments measure student progress in phonological awareness, phonics, listening comprehension, reading comprehension, vocabulary, grammar and conventions.
- Teachers administer Savvas myView Literacy progress checks at the end of each set of weekly lessons to check mastery of grade level skills and indicators. These assessments measure student progress in phonological awareness, phonics, listening comprehension, reading comprehension, vocabulary, grammar and conventions.

Reading Instruction:

- Tier 1 reading instruction is based on SCCCR standards/indicators and our core reading curriculum, Savvas myView Literacy. The curriculum provides lessons which address oral language skills, phonics, phonological awareness, vocabulary, grammar/conventions, writing and language comprehension.

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- Interactive Read Alouds are used to model fluent reading, develop knowledge of text structure and written language syntax, expose students to complex language, and promote oral language. These read-alouds also serve as mentor texts for writing instruction.
- Phonological awareness, phonics, spelling patterns, and high frequency word instruction is provided during the phonics component of the ELA block using UFLI and supplemental materials.
- Structured Literacy Groups are designed to provide small group literacy instruction of phonics, phonological awareness, word analysis, fluency and comprehension strategies. A variety of texts, including decodables are used for literacy groups.

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 administer the i-Ready reading assessment three times a year as a screener and diagnostic. In addition, teachers assess and monitor students' present reading and writing abilities using word list inventories and oral reading fluency passages to determine students' needs in word recognition for structured literacy group instruction. During this work, teachers provide instruction and practice in phonics, phonological awareness, high frequency word knowledge and morphology 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.

Teachers analyze data from various sources to determine pathways of intervention for students not demonstrating grade-level proficiency.

Data from the i-Ready Reading screener and diagnostic help us determine students who are not demonstrating grade-level proficiency and next steps in the areas of word recognition and language comprehension. This data helps us identify specific skills needed for catch-up growth and for

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alignment with SCCCR standards and indicators. It helps us determine pathways in the areas of phonological awareness, phonics, vocabulary, word recognition and language comprehension.

Oral reading fluency passages are used to help us determine pathways for phonics, word recognition, fluency, and language comprehension.

Word reading lists are also used to provide specific information concerning students' word recognition abilities.

All data points described above are considered in determining structured literacy groups and instruction for those groups with the homeroom teacher and for pull-out/push-in groups with our reading interventionist.

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 invite parents to attend our Curriculum Night/Open House at the beginning of the year. During this event, parents have the opportunity to learn about school expectations, classroom expectations, curriculum and instruction, and how they can support their child as a reader and writer at home.
- Teachers send weekly newsletters to inform parents of current topics and skills being taught and important dates.
- Weekly communication folders with student work and bulletins are sent home with students.
- Teachers confer with parents at least three times a year to discuss their child's current academic goals, progress toward goals, and information for supporting students at home. If a child is receiving interventions, teachers confer with parents after each round of intervention to discuss students' progress.

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.

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- i-Ready Reading diagnostic three times a year
- Oral reading fluency records throughout the year
- Spelling and word reading inventories
- PAST survey
- Savvas myView Literary Progress Check assessments every 1-2 weeks in a unit of instruction
- Savvas myView Literacy Benchmark unit assessments at the end of 6 weeks of instruction
- Various formative assessments on standards and indicator aligned skills and concepts throughout the year
- Anecdotal records taken daily during structured literacy group instruction/lessons

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.

- Ten teachers are currently receiving training in Volume 1 of LETRS. Five teachers are currently receiving training in Volume 2 of LETRS. We attend required training sessions and complete coursework for each unit.
- Teachers participate in school district-led professional learning for high quality instructional materials and high quality professional learning protocols.
- Teachers participate in job-embedded professional learning through coaching and professional learning communities based on school goals and individual teachers' needs.

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Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none">• Teachers use the South Carolina College- and Career Ready Standards for English Language Arts for instruction.• Teachers use high quality instructional materials for instruction that supports the development of oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.• Teachers participate in ongoing, job-embedded professional learning communities.	<ul style="list-style-type: none">• Through professional learning communities, coaching and collaboration, teachers will strengthen Tier 1 and Tier 2 reading and writing instruction, using the internalization process and analysis of student data.• Through professional learning communities, coaching and collaboration, teachers will strengthen progress monitoring of student growth for Tier 2 reading and writing instruction.

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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 2024 as determined by SC Ready Reading from 20.83% to 10.89 % in the spring of 2025.	The percentage of third graders scoring Does Not Meets in Reading decreased from 20.83% in the spring of 2024 to 5.3% in the spring of 2025 as determined by SC Ready.
<u>Previous Goal #2:</u> Increase the percentage of first and second graders scoring Meets and Exceeds in the spring of 2024 as determined by NWEA MAP from 33.33% to 47.22 % in the spring of 2025.	The percentage of first and second graders scoring Meets and Exceeds in Reading increased from 33.33% in the spring of 2024 to 53.33% in the spring of 2025 as determined by NWEA MAP.

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Previous Goal #3: Increase the percentage of fourth and fifth graders scoring Meets and Exceeds in the spring of 2024 as determined by SC Ready Reading from **64.44%** to **66.33%** in the spring of 2025.

The percentage of fourth and fifth graders scoring Meets and Exceeds in Reading increased from **64.44%** in the spring of 2024 to **68.60%** in the spring of 2025 as determined by SC Ready.

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
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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 **76%** to **79.12%** in the spring of 2026.

- Through professional learning communities, coaching and collaboration, teachers will strengthen Tier 1 and Tier 2 reading and writing instruction, using the internalization process and analysis of student data.
- Through professional learning communities, coaching and collaboration, teachers will strengthen progress monitoring of student growth for Tier 2 reading and writing

Teachers will:

- participate in professional development to learn how to administer the i-Ready Ready assessment and analyze i-Ready data using the platform's structures.
- administer i-Ready Reading three times a year and analyze i-Ready data.
- follow daily schedule to implement all components of ELA and ensure that small group and intervention components occur consistently.
- prioritize administering and analyzing oral reading assessments for students in need of intervention.
- read interventionist students' progress reports and discuss progress, possibilities for growth, and next steps with interventionist and coach.
- plan and provide structured literacy group instruction for all students.
- participate in job embedded professional learning communities and professional learning development focused on SCCCR standards/indicators, long range planning and use of high quality instructional materials, and analyzing small group data.

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Current Goal #2: Increase the percentage of first and second graders scoring Meets and Exceeds from the fall of 2025* to the spring of 2026 as determined by i-Ready from **53.33%** to **57%**.

*Percentages from the previous year are not being used because the data sources are different. Last year our school district used NWEA MAP and this year we are using i-Ready.

- Through professional learning communities, coaching and collaboration, teachers will strengthen Tier 1 and Tier 2 reading and writing instruction, using the internalization process and analysis of student data.
- Through professional learning communities, coaching and collaboration, teachers will strengthen progress monitoring of student growth for Tier 2 reading and writing instruction.

Teachers will:

- participate in professional development to learn how to administer the i-Ready Ready assessment and analyze i-Ready data using the platform's structures.
- administer i-Ready Reading and oral reading assessments three times a year.
- use i-Ready universal screener data and survey data to inform instruction for small group phonics instruction.
- follow daily schedule to implement all components of ELA and ensure that small group and intervention components occur.
- prioritize administering oral reading assessments for students in need of intervention first.
- read interventionist's progress report and discuss progress, possibilities for growth, and next steps with interventionist.
- plan and provide structured literacy group instruction for all students.
- participate in job embedded professional learning communities and professional learning development focused on SCCCR

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	standards/indicators, long range planning and use of high quality instructional materials, and analyzing small group data.
<p><u>Current Goal #3:</u> Increase the percentage of fourth and fifth graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 68.60% to 71% in the spring 2026.</p>	<ul style="list-style-type: none"> • Through professional learning communities, coaching and collaboration, teachers will strengthen Tier 1 and Tier 2 reading and writing instruction, using the internalization process and analysis of student data. • Through professional learning communities, coaching and collaboration, teachers will strengthen progress monitoring of student growth for Tier 2 reading and writing instruction. <p>Teachers will:</p> <ul style="list-style-type: none"> -participate in professional development to learn how to administer the i-Ready Ready assessment and analyze i-Ready data using the platform's structures. -administer i-Ready Reading three times a year and analyze i-Ready data. -follow daily schedule to implement all components of ELA and ensure that small group and intervention components occur consistently. -prioritize administering and analyzing oral reading assessments for students in need of intervention. -read interventionist students' progress reports and discuss progress, possibilities for growth, and next steps with interventionist and coach. -plan and provide structured literacy group instruction for all students

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	-participate in job embedded professional learning communities and professional learning development focused on SCCCR standards/indicators, long range planning and use of high quality instructional materials, and analyzing small group data.
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