

South Carolina Department of Education
Read to Succeed District Exemplary Literacy Reflection Tool

Directions: Please provide a narrative response for sections A-I.

Section A: Describe how reading assessment and instruction for all students in the district include oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to aid in comprehending texts to meet grade-level English/Language Arts standards.

ELEMENTARY

In grades 1-5, we utilize **NWEA® MAP**, which plays a significant role in supporting instruction that helps students in the district meet South Carolina's grade-level standards. This assessment adapts to each student's performance, allowing our teachers to obtain a personalized learning profile that identifies areas where students excel and need additional support. MAP Reading includes a focus on vocabulary development, providing teachers with information about students' strengths and weaknesses in understanding and using academic and content-area vocabulary. This data allows for differentiated vocabulary instruction, meeting individual needs and promoting deeper comprehension of texts. MAP Reading provides detailed reports on comprehension skills by assessing students' ability to understand texts at various levels of complexity. This data informs instruction, enabling teachers to focus on comprehension strategies and text types that align with South Carolina's ELA standards.

In School District Five elementary schools, we use several district-wide assessments. Teachers assess all general education students in grades K-5 with the Savvas© **myView Literacy** Unit Tests, designed to assess a wide range of reading and language skills that align with grade-level English/Language Arts (ELA) standards. These assessments help teachers evaluate students' performance in key literacy components—oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension—and provide targeted instruction to ensure all students in the district develop the skills they need to meet grade-level expectations.

Oral Language

- **Assessment Focus:** MyView Unit Tests assess oral language development by incorporating speaking and listening components that require students to engage in discussions, explain their thinking, and interpret spoken information.
- **Instructional Support:** Teachers use the assessment data to evaluate students' ability to articulate their ideas clearly and understand spoken text, which supports oral communication and comprehension. This focus on oral language development helps students better process and discuss the texts they read, an essential part of the ELA standards.

Phonological Awareness

- **Assessment Focus:** For younger students, myView Unit Tests assess phonological awareness by evaluating their ability to recognize and manipulate sounds in words, such as identifying syllables, rhymes, and phonemes.

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- **Instructional Support:** Based on the assessment data, teachers can implement targeted activities, such as sound segmentation or blending exercises, to support students who struggle to recognize sounds. Strengthening phonological awareness is critical for early reading development and lays the foundation for phonics instruction.

Phonics

- **Assessment Focus:** MyView Unit Tests assess phonics skills by evaluating students' understanding of letter-sound relationships, their ability to decode unfamiliar words, and their use of spelling patterns. We have added the LETRS© K-2 Spelling Screener to the required district assessments for Grades 1-3.
- **Instructional Support:** Teachers use the results to differentiate phonics instruction, ensuring students master decoding and spelling words effectively. This supports the development of accurate word recognition, an essential part of becoming a fluent reader and meeting grade-level expectations.

Fluency

- **Assessment Focus:** Fluency is a key part of myView assessments, where we evaluate students' reading speed, accuracy, and expression. The assessment includes oral reading passages to assess the students' ability to read smoothly and with appropriate pacing.
- **Instructional Support:** Teachers can use fluency assessment data to identify students who need additional practice in oral reading fluency. Interventions may include repeated reading exercises, guided oral reading, or modeling fluent reading, all aligned with district goals of improving overall reading proficiency.

Vocabulary

- **Assessment Focus:** MyView Unit Tests include vocabulary assessments that measure students' understanding of academic vocabulary and their ability to use context clues to determine word meanings. These assessments cover a variety of vocabulary skills, including word usage, meanings, and morphology (roots, prefixes, and suffixes). NWEA© MAP reports break down performance by instructional areas, such as vocabulary. This granularity allows teachers to pinpoint specific areas where a student excels or struggles, which can guide targeted interventions or enrichment.
- **Instructional Support:** Based on vocabulary assessment results, teachers can tailor vocabulary instruction to the needs of individual students or groups. This may include direct instruction of new words, explicit teaching of word-learning strategies, or vocabulary games that deepen word knowledge, supporting overall text comprehension. The NWEA© Reports provide teachers with specific areas for improvement to guide instruction.

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Comprehension

- **Assessment Focus:** Comprehension is central to myView Unit Tests and NWEA© MAP, which assess students' ability to understand and analyze fiction and nonfiction texts. These assessments provide specific data regarding mastering comprehension skills, such as summarizing, making inferences, understanding main ideas, comparing and contrasting information, and drawing conclusions.
- **Instructional Support:** Teachers use the comprehension data to provide targeted instruction in specific comprehension strategies. For students who struggle with understanding texts, interventions may include teaching specific reading strategies (e.g., questioning, predicting, summarizing) or providing additional practice with complex texts. Teachers can differentiate comprehension instruction to ensure all students are developing the critical thinking and text analysis skills necessary to meet grade-level ELA standards. The NWEA© DesCarte allows teachers to group students by needs and provide instructional support and acceleration.

Alignment with Grade-Level ELA Standards

- **Standards-Based Assessments:** myView Unit Tests and MAP assessments are carefully aligned with state and district ELA standards, ensuring that the assessments measure the specific skills and knowledge students will master at each grade level. The tests cover key literacy components in a balanced way, ensuring that we assess students on foundational reading skills and higher-level comprehension and critical thinking skills.
- **Instructional Planning:** The assessment data from both tools help teachers plan lessons aligned with grade-level expectations. This supports teachers in providing differentiated instruction, interventions, and enrichment to help all students progress toward meeting or exceeding ELA standards.

INTERMEDIATE, MIDDLE, AND HIGH

In grades 6-8 for all students, we utilize **NWEA© MAP** data to track standards mastery and longitudinal growth. MAP data provides us with valuable insight into our student achievement. We track student progress through the quintiles, which align with the SC Ready and EOC assessments. Student profile data gives us information about specific needs in comprehending literary and informational texts, acquiring vocabulary, selecting appropriate Lexile ranges, and analyzing ACT and SAT readiness. This assessment helps teachers and schools understand their instructional impact, identify gaps, and make reteaching, intervention, and extension decisions. The MAP data also serves as one data point for determining which secondary students require literacy interventions.

Students flagged by MAP, SC Ready, and teacher recommendation are then given the *Qualitative Reading Inventory-7* assessment to determine their phonics, fluency, and comprehension proficiency baseline data. Those scoring over one year below grade level on this assessment are admitted to the Secondary Literacy Intervention program. Students who receive these services are provided with targeted intervention for their specific areas of need by a qualified and trained certified secondary teacher. These targeted areas of intervention include the five components of literacy outlined by the National Reading Panel (2000).

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The ELA secondary specialist has completed LETRS© training. She uses strategies aligned with the science of reading in professional development sessions with middle and high school interventionists.

Phonics

- **Assessment:** Students who require phonics instruction are assessed further using the *Words Their Way*© Middle-Level Spelling Inventory. This inventory helps teachers identify and target specific phonics patterns in which students require intervention.
- **Instructional Support:** Students receive individualized phonics instruction for the patterns in which they need assistance. They use explicit and systematic phonics instruction to identify the pattern and the sound in isolation and in the contexts of words. They use Words Their Way word work to group words with patterns.
- **Syllabication and Morphology:** Teachers use the Orton-Gillingham aligned *Structures*© syllabication system from Brainspring. This technique helps older students struggling with multisyllabic words chunk them by syllable and morpheme. This makes the chunking more automatic for students and increases their phonetic automaticity.

Fluency

- **Repeated Reading and Timed Practice:** Teachers help students build fluency by providing opportunities for repeated reading of texts and timed reading practice, where they can focus on speed, accuracy, and prosody. Students develop fluency goals with their teacher and progress monitor those goals bi-weekly. This data is tracked throughout the year and serves as one point of reference for making decisions about moving to Tier 1.
- **Phrasing:** Intervention teachers use Tim Rasinski's teaching tip from "Building Fluency Through the Phrased Text Lesson." Students learn how words can be grouped into phrases that are meaningful chunks. These phrasing lessons help students improve prosody and fluency.

Vocabulary

- **Academic Vocabulary and Morphology:** Content-specific vocabulary becomes more prominent in grades 6-12. Teachers emphasize explicit vocabulary instruction by teaching word meanings, word parts (morphology), and usage in context. In intervention, we heavily emphasize morphological word work using visuals and association, interactive morphological word walls, and notebooks.
- **Word Maps and Semantic Networks:** We teach these strategies to help students connect new words to familiar concepts, reinforcing vocabulary and expanding their lexicon.

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Comprehension

- **Explicit Teaching of Comprehension Strategies:** Teachers explicitly teach students how to use comprehension strategies such as summarizing, questioning, predicting, connecting, and making inferences. These strategies are modeled and practiced with a variety of texts.
- **Content Area Comprehension Strategies:** Students learn about the different types of content area texts and how to read them most effectively using text features, structure, and zeroing in on essential information.

Section B: Document how reading instruction and assessment for all students in the district are further aligned to the science of reading, structured literacy, and foundational literacy skills.

Science of Reading Alignment

FastBridge©

- **Research-Based Assessments:** FastBridge© assessments, including those used in FASTtrack© Reading, are designed to measure the core components of the science of reading. These assessments focus on phonological awareness, phonics, fluency, vocabulary, and comprehension—skills essential for students to develop proficiency in reading.
 - **Phonological Awareness and Phonics:** FastBridge© assessments specifically address these foundational skills in grades K-5 by diagnosing students' abilities to manipulate sounds and decode words, aligning with the science of reading's emphasis on early literacy skills.
 - **Progress Monitoring:** The frequent assessments help teachers monitor student growth in reading and ensure that instructional practices are evidence-based. The frequency allows teachers to adjust teaching strategies to ensure alignment with how students naturally learn to read.

Savvas© myView Literacy

- **Comprehensive Literacy Instruction:** myView Literacy is built on the components identified by the science of reading, focusing heavily on foundational skills in the early grades. Instruction emphasizes phonemic awareness, phonics, and decoding skills, ensuring students receive structured literacy instruction.
 - **Systematic Phonics Instruction:** Savvas© myView includes systematic and explicit phonics instruction, a key component of the science of reading, to help students develop decoding skills and fluency. Lessons are sequenced to ensure that students gradually build their understanding of letter-sound relationships.
 - **Integrated Vocabulary and Comprehension:** MyView's reading instruction integrates vocabulary development and comprehension strategies, reflecting the science of reading's recognition that students need strong language skills to understand and analyze texts.

Structured Literacy Approach

FastBridge©

- **Explicit and Systematic Assessments:** FastBridge© reading assessments provide a clear and systematic framework for evaluating students' progress in foundational literacy skills. The data-driven approach ensures teachers can give structured interventions based on specific skill gaps, a hallmark of structured literacy.
 - **Instructional Alignment:** Based on FastBridge© assessment results, teachers can implement structured literacy interventions targeting skills like phonemic awareness, phonics, and fluency. The assessments are designed to give precise information on where students need explicit instruction, ensuring that instruction is cumulative and based on individual needs.

Savvas© myView Literacy

- **Systematic Skill Development:** myView follows a structured literacy approach by systematically teaching reading skills in a logical sequence. It begins with phonemic awareness and phonics in the early grades and builds toward fluency and comprehension. The cumulative curriculum builds on previously taught concepts to ensure mastery before moving on to more complex skills.
 - **Explicit Instruction:** Teachers use explicit, direct instruction methods to teach foundational reading skills. For example, lessons explicitly teach letter-sound relationships and word decoding and include guided practice to ensure students fully grasp each concept.
 - **Multisensory Learning:** MyView incorporates multisensory activities, a key element of structured literacy, to engage students in learning phonological and phonics skills. This approach supports students, particularly those with dyslexia or other reading difficulties, by reinforcing learning through visual, auditory, and kinesthetic methods.

Foundational Literacy Skills

FastBridge©

- **Foundational Literacy Assessments:** FastBridge© suite of assessments—particularly those in FASTtrack Reading—are designed to measure foundational literacy skills from kindergarten through elementary grades. The assessments target phonological awareness, phonics, and fluency, critical for early reading success.
 - **Intervention and Differentiation:** FastBridge© assessment data helps teachers identify students at risk for reading difficulties and provides diagnostic information to guide interventions that target foundational skills. This ensures that instruction is focused on building a solid literacy foundation for all students.

Savvas© myView Literacy

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- **Emphasis on Foundational Skills:** MyView Literacy’s curriculum heavily emphasizes foundational literacy skills, particularly in the primary grades. Students receive instruction in phonemic awareness, phonics, and word recognition skills, all aligned with the foundational literacy model supported by the science of reading.
 - **Phonics and Word Study:** The program includes systematic word study activities, focusing on letter-sound relationships, blending, and decoding skills. This focus on phonics is critical for developing fluent readers and is key to meeting grade-level reading standards.
 - **Comprehensive Reading Instruction:** Vocabulary and comprehension instruction are integrated into foundational skills lessons, helping students apply their decoding skills to understanding and interpreting text. This holistic approach ensures that as students master foundational skills, they develop the higher-order thinking necessary for grade-level reading comprehension.

FastBridge© and Savvas© myView Literacy are deeply aligned with the science of reading, structured literacy, and foundational literacy skills. FastBridge© data-driven assessments allow for precise, targeted instruction, while Savvas© myView’s curriculum emphasizes explicit, systematic, and cumulative literacy instruction. Together, they provide comprehensive support for all district students, ensuring that reading instruction is rooted in research-based best practices and focused on building the essential skills for literacy success.

INTERMEDIATE, MIDDLE, AND HIGH

Science of Reading and Foundational Skills: Secondary students receive instruction that is highly aligned with the science of reading. The interventions are targeted and determined using triangulated data. They receive explicit phonics instruction when their data suggests there is a gap. They also learn to chunk words by their syllables and morphemes to increase their fluency and vocabulary knowledge. If comprehension is a struggle, students receive explicit comprehension strategy instruction.

Assessment: Progress monitoring is critical to ensuring the effective implementation of foundational skills, the Science of Reading (SOR), and structured literacy in grades 6-12. It allows teachers to assess students' progress, adjust instruction, and provide timely interventions. For students who struggle with reading at the secondary level, we assess foundational skills with the *Words Their Way Middle-Level Spelling Inventory* and the *Qualitative Reading Inventory-7*. Combined, we can assess phonics, fluency, vocabulary, and comprehension. Teachers have data and SMART goal-setting meetings with their students to establish an individualized learning trajectory and monitor progress toward meeting those goals. They keep student portfolios that include records of baseline data, progress data, MAP data, goals, and student artifacts to demonstrate their learning. Progress on targeted intervention is assessed with Curriculum-Based Measurements (CBM) with fluency checks, comprehension questions, vocabulary assessments, and, where appropriate, phonics drills.

Instruction: Students learn in small groups and one-on-one instruction with the teacher based on their individualized needs. They are grouped together using the baseline and progress monitoring data to provide targeted instruction based on their struggling reader profiles.

Section C: Document how the district uses universal and interim assessment data, in conjunction with diagnostic assessment data, to assist schools in determining pathways of intervention for students who have failed to demonstrate grade-level reading proficiency.

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All kindergarten and first-grade students are screened three times per year with Renaissance FastBridge© universal screeners. Students previously in intervention or identified via other data, such as NWEA© MAP, are also screened for additional information and to determine an instructional pathway. FASTtrack Reading simplifies and streamlines the process of reading assessments for teachers and provides easy access to the most appropriate screening tools for each grade level. All second through fifth-grade students are assessed three times per year with NWEA© MAP. Additionally, kindergarten through fifth-grade students are assessed via Savvas© myView Unit Assessments. These interim assessments provide additional diagnostic data.

Intervention Screening Assessments

Grade-Level Specificity: FASTtrack© Reading includes pre-selected assessments tailored to each grade level. FastBridge© has identified the assessments that best predict future reading performance and provide meaningful data for instructional decision-making.

Universal Screening: These assessments are designed to be used three times a year (fall, winter, and spring), making them part of a universal screening process to monitor students' progress over time. This ensures teachers can detect potential reading difficulties early and adjust instruction as needed. The screeners include phonological awareness, phonics, oral reading fluency, vocabulary, and comprehension.

Screening to Intervention Report for Reading (s2i-R): Once students have completed the assessments, the Screening to Intervention Report for Reading (s2i-R) provides an actionable summary of the results. This report includes several critical features:

- **Performance Overview:** Teachers can quickly view students' performance on specific and general reading assessments. The s2i-R helps identify students who are performing at or above grade level and those who may be at risk for reading difficulties.
- **Instructional Recommendations:** The report provides data but also recommends instructional plans. The assessment data suggests specific interventions or instructional strategies tailored to each student's needs, including small-group or targeted interventions.
- **Tiered Intervention Support:** The s2i-R links performance to the Multi-Tiered System of Support (MTSS) framework, showing which students require Tier 1, Tier 2, or Tier 3 interventions. **Diagnostic Assessment for Intervention**
- The report also provides recommendations for progress monitoring. After implementing interventions, teachers can use follow-up assessments and FastBridge© progress monitoring features to track student improvement.

In addition to FastBridge©, the district-adopted English Language Arts textbook for elementary students provides assessment and instruction as a part of the materials. The Savvas© myFocus Intervention is primarily used in Tier 1. The intervention component is designed to support students who struggle with reading by providing targeted, data-driven instruction and interventions.

Universal Screening and Diagnosis: Savvas© myFocus includes assessments that teachers can administer to screen all students, typically multiple times a year (fall, winter, spring), similar to FASTtrack Reading. These assessments help identify students who are not meeting grade-level expectations in reading with ELA standards/indicator specificity. Beyond basic screening, Savvas© myFocus offers diagnostic tools to pinpoint specific reading skill deficits. The platform assesses all five key areas. (PA, Phonics, Fluency, Vocabulary, and Comprehension).

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Intervention for Struggling Readers: We have targeted intervention plans for students who fail to demonstrate grade-level proficiency. Savvas© myFocus provides intervention plans tailored to the specific skills that need improvement. The program uses diagnostic data to ensure that students receive the appropriate level of support, whether they need additional practice in phonics, fluency, or comprehension. The interventions also include scaffolded support through instruction that helps students build confidence and develop mastery of the reading skills. Teachers can gradually increase the complexity of the tasks as students improve.

Progress Monitoring: Teachers can regularly assess students' progress using built-in progress monitoring tools. Savvas© myFocus tracks student performance on specific reading skills over time, allowing teachers to evaluate the effectiveness of interventions and adjust instruction as needed. The program includes dashboards and reports that enable teachers to quickly view student progress at individual and group levels. This data helps ensure that students are making adequate progress and receiving the right level of support.

The NWEA© MAP Growth Report is a vital tool that helps teachers monitor students' progress and plan instruction. It provides detailed, data-driven insights into each student's academic growth and performance to their peers and grade-level expectations. The reports provide the following information: Individualized Growth Data, Instructional Levels to include RIT scores linked to learning statements, student's individual Zone of Proximal Development, Growth Projects and Goals which are nationally normed and aligned to SC READY, Diagnostic Information including strengths and weaknesses, subgroup analysis such as English language learners, students with disabilities, and other demographic groups.

Based on MAP Growth data, teachers can create flexible grouping strategies for small group instruction, tailoring lessons to the needs of students at similar instructional levels. The report aligns students' performance data with state standards, including South Carolina's ELA standards. Teachers can use this alignment to ensure their instruction targets the standards and skills required for grade-level mastery.

INTERMEDIATE, MIDDLE, AND HIGH

The district uses NWEA© MAP Growth Reports, which are nationally normed and aligned to SC READY in conjunction with teacher recommendations to determine which students should undergo additional QRI-7 testing. The QRI-7 results help schools determine if the students have a Tier 2 level reading need or if their scores on the standardized assessments are due to something outside of reading. This ensures that students are appropriately placed in intervention. Secondary Literacy Intervention teachers use CBMs, interim MAP data, and interim QRI-7 data to determine whether interventions are effective or need modification.

Section D: Describe the system in place to help all parents throughout the district understand how they can support the student as a reader at home.
Parent Communication

ELEMENTARY

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- Teachers share MAP reports with parents to provide insight into their child's progress. The data allows parents to understand their child's academic strengths, areas for improvement, and growth compared to national averages. This fosters a collaborative relationship between teachers and parents in supporting student learning.
- The Savvas© myFocus Intervention platform provides easy-to-understand reports that teachers can share with parents, helping foster a partnership between school and home to support student reading progress.
- Parent Curriculum Nights are held at each elementary school to provide parents with necessary information regarding Act 114, district curriculum, and parent support for children.
- Parents receive Interim Reports and Report Cards with additional information about student progress. In grades K-2, parents receive the success criteria for each subject area and learning target. Teachers communicate through weekly newsletters, which provide parents with information about the current focus of teaching and learning.
- Teachers created individualized reading plans (IRPs) for third grade students who scored DNM on the 2025 SC READY Reading. The IRP provides parents with information regarding the targeted reading interventions that the student will receive. For students who complete summer school and earn the required score for grade promotion, the IRP remains in place for 4th grade, revised as needed, and communicated to parents.
- When indicated, teachers notify parents of student needs and ways parents can support their child.

INTERMEDIATE, MIDDLE, AND HIGH

- Before placement in Secondary Literacy Intervention, parents are contacted with information about their students' MAP and QRI-7 data. The interventionist or principal discusses the data with the parent and explains how their student will be supported in the Secondary Literacy Intervention classroom.
- Parents receive Interim Reports and Report Cards with additional information about student progress.
- When indicated, teachers notify parents of student needs and ways parents can support their child.

Section E: Document how the district provides for progress monitoring of reading achievement and growth at the district level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.

ELEMENTARY

Continuous Monitoring and Support

- The district has a system of continuous monitoring to assess the effectiveness of the training and the implementation of the science of reading (SOR) strategies in classrooms. Teachers will receive feedback through classroom observations, and assessment data will be used to adjust instruction and support where necessary. Additionally, the district ELA Coordinator will continue to support school administrators and coaches in using SOR strategies, the district curriculum, and intervention. The Director of Elementary Education meets with each school leadership team at a minimum of three times per year to discuss data and strategies for improvement.

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- Teachers also have access to ongoing resources, such as professional learning communities (PLCs) and workshops, to stay updated on best practices in reading instruction and further deepen their understanding of foundational literacy skills.
- The Elementary ELA Leadership team is comprised of two representatives per elementary school and their reading coach. Leadership Team meets once a month and provides professional development opportunities for vertical alignment, calibration, and instructional methodology to monitor reading instruction and student growth.
- The ELA Coordinator collects intervention reports from the Reading Coaches. The Reading Coaches coordinate and plan with classroom teachers and school reading interventionists to make decisions regarding Tier 1, Tier 2, and Tier 3a interventions for students to support growth towards grade-level proficiency in reading. The ELA Coordinator works with Reading Coaches individually and at monthly meetings to discuss interventions.

INTERMEDIATE, MIDDLE, AND HIGH

- The district provides NWEA© MAP as a progress monitoring system for reading achievement and growth. The assessment is given three times a year to provide individualized information about student reading growth.
- The district ELA specialist 6-12 reviews this data with the Director of Secondary Education in progress monitoring meetings with principals. The specialist uses the assessment data to hold achievement and growth conversations at Secondary Leadership Team meetings and department meetings. The specialist also regularly visits classrooms across the district to provide feedback and support.
- The district ELA specialist 6-12 holds four professional development meetings for Secondary Literacy Intervention teachers throughout the year. These meetings are an opportunity to share and analyze data, problem-solve, and learn SOR strategies for implementation in their intervention classrooms.

Section F: Explain how the district will provide teacher training based in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students.

To support reading achievement for all students, the district is implementing a comprehensive teacher training program focused on the science of reading (SOR), structured literacy, and foundational literacy skills. This program will ensure that teachers, reading coaches, and administrators are well-equipped to implement evidence-based reading instruction.

Lexia LETRS© Training and Certification

- To address science of reading, structured literacy, and foundational literacy skills, Lexia LETRS© professional development is continuing with Year 2, Volume 2 participants in grades K-3. The training focuses on structured literacy, teaching educators how to provide explicit, systematic, and diagnostic reading instruction that aligns with the research on how students develop literacy skills. This approach supports all students, including those with dyslexia or other reading challenges. All teachers in grades K-3 and elementary school administrators participated in 2024-2025 Volume 1 professional development to ensure that district reading instruction and assessment align closely with the

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science of reading by embedding evidence-based structured literacy strategies that emphasize phonemic awareness, systematic phonics, fluency, vocabulary, and comprehension. This targeted approach supports the development of foundational literacy skills across all students, enabling educators to monitor progress with data-driven assessments and tailor instruction to meet each learner's unique needs.

- All teachers in grades 4-5, multilingual learner teachers, and middle-level SPED teachers are participating in Lexia LETRS® professional development, Year 1, Volume 1 for the 2025-2026 school year. This ensures vertical alignment and consistency across the district. This rigorous training program is grounded in the science of reading and provides participants with a deep understanding of how children learn to read, including:
- Coaching Support: School-based reading coaches are actively supporting LETRS® participants through regularly scheduled sessions. These sessions are collaborative opportunities for teachers and administrators to discuss and reflect on the training material, share best practices, and receive guidance on implementing SOR instructional strategies in their classrooms.

Training on Savvas® myView Literacy Curriculum

- The district continues to conduct training sessions for K-5 teachers and administrators as needed to utilize the Savvas® myView Literacy curriculum. These training sessions focus on familiarizing teachers with the curriculum's structured literacy components and its alignment with the science of reading.
- Hands-On Implementation Training: Teachers are trained in using the curriculum's resources to deliver effective instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension, ensuring that all foundational literacy skills are addressed in alignment with state standards. Reading coaches will continue to provide demonstrations and support teachers.
- The District ELA Coordinator has provided additional training and support for coaches and administrators and will continue to provide support as questions arise. The focus for 2025-2026 is aligning proficiency statements with myView assessments to progress monitor students' standard acquisition in grades K-5.

Ongoing Professional Development for Coaches and District Personnel

- Reading and instructional coaches will receive additional, specialized training to further support teachers in implementing the new Savvas® myView Literacy textbook and curriculum. This ensures that coaches are fully prepared to assist teachers in integrating structured literacy strategies into their daily instruction.
- Coaches will also play a key role in providing ongoing professional development and support throughout the year, helping teachers troubleshoot challenges, refine their instructional practices, and implement interventions for struggling readers based on assessment data.
- To build internal capacity, the district is supporting LETRS® professional development by training two reading coaches to become Lexia Peer Learning Facilitators (PLFs).
- The reading coaches will participate in additional adult learning strategies to include a focus on the Gradual Release of Responsibility and explicit instruction. This is aligned with the Quarterly Regional Support for R2S Reading Coaches meetings offered by the SCDE. The

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Curriculum Coordinator will attend Quarterly Regional Support for R2S Administrators offered by the SCDE and work with the Elementary ELA Leadership Team to workshop new learning through PLCs.

- The district emphasizes collaborative learning among teachers. Through professional learning communities, peer discussions, and coaching, teachers will have opportunities to share insights from their LETRS® training and myView Literacy implementation, allowing them to learn from one another's experiences and refine their instructional practices.
- Structured Literacy Focus: Teachers will collaborate on applying structured literacy techniques, ensuring that reading instruction is explicit, systematic, and aligned with research-based best practices. Coaches will lead these collaborative sessions to reinforce teachers' understanding and application of these strategies.

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District and School Administrator Training

ELEMENTARY

- School and district administrators are also part of the LETRS® training process. This ensures they have a strong understanding of the science of reading, allowing them to effectively support teachers, monitor implementation, and make informed decisions about reading instruction and intervention at the school and district levels.
- Administrators will work closely with reading and instructional coaches to provide strategic leadership and ensure that all instructional practices are aligned with the science of reading.

By providing comprehensive training through Lexia LETRS® certification, structured coaching support, and multiple opportunities for professional development on the Savvas® myView Literacy curriculum, the district ensures that all K-3 teachers, coaches, and administrators are well-prepared to implement the science of reading strategies. This approach will foster a strong foundation in reading for all students, ensuring they meet or exceed grade-level expectations in English Language Arts.

INTERMEDIATE, MIDDLE, AND HIGH

- **Ongoing Professional Development:** The district ELA specialist 6-12 holds four professional development meetings for Secondary Literacy Intervention teachers throughout the year. These meetings are an opportunity to share and analyze data, problem-solve for students who are not growing, and learn SOR strategies for implementation in their intervention classrooms. The first of the four meetings is held specifically with teachers who are new to intervention to ensure that they are well-equipped to provide SOR-based instruction to their students.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• Students in DNM in grades 3-5 decreased from 17.2% to 12.7%, a reduction of 4.5% in 2024-2025. • 69.7% of students in grades 3-5 are in the Meets and Exceeds category in SC READY. • In grades 6-8, students in Meets Expectations was 35.1% in 2025, an increase of 8.9% from 2024. Students in Approaching dropped 4% from 24.8% in 2024 to 20.8% in 2025, indicating	• SC Ready ELA Grades 6-8 Exceeds category dropped from 30.6% to 26.9%. • We decreased the percentage of students in DNM by 9.3% in 3rd grade, 3.9% in 4th grade, and 0.4% in 5th grade. While it was a decrease in 5th grade, we need to focus on accelerating the students in 5th grade.

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Strengths	Possibilities for Growth
that we are moving students from Approaches into the Meets category. Students in DNM also reduced from 18.5% to 17.2%, a reduction of 1.3%, • We continue to increase EOC English 2 C or Higher. In 2024, 64% of students scored a C or above. In 2025, English students scoring a C or higher was 65.7. • Graduation Rate highest in last four school years at 89.7% and 3.4% higher than the state average.	• On the English 2 EOC, 51.4% of students in poverty are scoring an A or B. In contrast, 77.7% of non pupils in poverty are scoring an A or B, a discrepancy of 26.3%. We need to work on closing this achievement gap.

Questions for District-level Survey:

1. Please provide the total number of **first** graders from the 2023-24 school year who were projected to score Does Not Meet/Approaching on SC Ready ELA by third grade: **343**
2. Please provide the total number of **second** graders from the 2023-24 school year who were projected to score Does Not Meet/Approaching on SC Ready ELA by third grade: **339**

Section H: Previous School Year SMART Goals and Progress Toward Those Goals

Please provide your previous **district goals** from last school year and the progress your district has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s). As a reminder, all districts serving third grade were required to use Goal #1 (below).

Goals	Progress
<u>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 from 19.6 % to 19% in the spring of 2025.	19.6% of our 3rd graders scored Does Not Meet in Spring 2024 of SC Ready ELA. In 2025, we reduced this percentage to 10.3%, a reduction of 9.3% therefore meeting and exceeding this goal. We attribute our progress to aligning all elementary schools with the new high quality instructional materials and LETRS® PD. There was a renewed focus on PLCs with many schools choosing to focus on reading as part of their PLCs. Elementary Leadership was focused on teacher collaboration

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Goals	Progress
	around our new high quality instructional materials (Savvas© curriculum). All coaches participated in ongoing professional development and problem solved areas of concern to support teachers in their contexts. Administrators participated in additional professional development regarding the use of the HQIM and scheduling to accommodate all areas of the curriculum to ensure instruction in all areas of the 2024 SC ELA Standards.
<u>Goal #2:</u> School District Five of Lexington and Richland Counties will increase the conditional growth percentile of students in grades 3-8 and have a Median Student Growth Percentile of 55% on MAP Growth Reading by Spring 2025.	We are pleased to report that our grade 3-5 students and 6-8 students met the Median Student Growth Percentile of 55% on MAP Growth Reading. Secondary Literacy Lab teachers used progress monitoring to move students in and out of intervention classes. Students meeting grade level fluency and comprehension requirements were able to move from Tier 3 to Tier 1. Students identified by their English teachers as having potential struggles in reading were assessed mid-year by Literacy Lab teachers and received interventions if they were at least one grade level behind in reading for fluency or comprehension or both. Students enrolled in the Literacy Lab intervention class received targeted and intentional small group instruction based on their individualized needs. We were able to positively move our Does Not Meet and Approaches students. All reading coaches and district personnel participated in MAP training to learn how to utilize reports with teachers. We used Academic Achievement Strand Reports to identify individual students' relative strengths and weaknesses. We also worked with teachers to create small groups based on prioritized needs. We used the Learning Continuum RIT bands to guide instructional grouping decisions. As administrators and teachers requested, we provided professional development for small groups.

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Goals	Progress
	Our secondary and elementary directors held Progress Monitoring meetings with schools' leadership teams at least three times during the year. These meetings included conversations regarding instruction, current data, subgroup data, progress monitoring, and action steps.
<u>Goal #3:</u> School District Five of Lexington and Richland Counties will increase the graduation rate from 89.4% to 90.0% by Spring 2025.	Our goal was to reach 90% by Spring 2025. We grew to 89.7 and fell short of our goal by 0.3%. Our graduation rate is 3.4% higher than the state. Our progress can be attributed to several factors: 1. Our secondary schools focused on attendance and monitored this weekly or bi-weekly. Students and families were contacted quickly and with tenacity regarding absences. Home visits were made when contact could not be achieved by phone or email. 2. Students who needed content recovery were able to do so with Apex modules. 3. Those who needed to repeat courses were able to take summer school to get back on track. 4. Students in the Academy for Success alternative learning school doubled up on core courses when needed in their Pack on Track program. 5. Instructional coaches assisted students in developing test-taking skills and strategies to increase performance on high-stakes testing associated with college and career readiness. 6. Instructional coaches also worked closely with teachers to support differentiated instruction and focused on helping our lowest-scoring students accelerate. 7. Our district coordinators, coaches, and directors continued to work with schools to utilize high-effect size instructional strategies.

Section I: Current SMART Goals and Action Steps Based on Analysis of Data

All districts serving students in third grade MUST respond to the third-grade reading proficiency goal. Districts that do not serve third-grade students may choose a different goal. **Districts may continue to use the same SMART goals from previous years or choose new goals.** Goals should be

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academically measurable. The Reflection Tool may be helpful in determining action steps to reach an academic goal. Districts are strongly encouraged to incorporate goals from the strategic plan. Utilize a triangulation of appropriate and available data (i.e., SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

Goals	Action Steps
<u>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 Reading from 66.6% to 68.6% in the spring of 2026.	Now that we have implemented the Savvas© , myView curriculum for one year, our teachers understand the instructional pace and progress monitoring resources and are monitoring and adjusting instruction. Reading Coaches and teacher leaders have created pacing guides to ensure the Savvas© curriculum is used with fidelity, including ensuring that teachers have access to item analysis resources for unit tests and progress monitoring. Our reading coaches support our teachers in implementing the new textbook and the 2024 South Carolina College- and Career-Ready Standards. All K-3 teachers, interventionists, SPED resource teachers, reading coaches, district and school administrators have completed or are enrolled in LETRS© Vol 2 training. Phase 5 includes middle school SPED teachers and all MLL teachers. Our coaches are supporting teachers in implementing the LETRS strategies. We are encouraged by the participants' responses and believe this will impact our SC READY data. These students and others who scored in the lowest 25th percentile on the 2025 Fall MAP are on school watchlists for core intervention and possible Tier 2 and Tier 3A interventions. The Director of Elementary Education has also met with school administrators and instructional leadership teams to discuss school data. Our Director of Elementary Education will continue to meet with school teams to monitor progress. We will continue to focus of professional development at the school and district levels. The ELA Coordinator will also utilize materials and professional development resources from the Office of Assessment and Academics. To ensure that all students

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Goals	Action Steps
<u>Goal #2:</u> School District Five of Lexington and Richland Counties will increase the conditional growth percentile of students in grades 3-8 and have a Median Student Growth Percentile of 55 or above on MAP Growth Reading by Spring 2025.	accelerate, we will continue to focus on small group instruction in core instruction and provide Tier 1 supports. We will provide challenging curricula focused on all students' academic development and college and career readiness. In order to better meet the needs of students exceeding expectations, the coordinator and specialist will collaborate with the Gifted and Talented Coordinator to provide professional development sessions on enhancing and differentiating for excelling students, including understanding Webb's DOK, questioning, and inquiry to increase academic rigor. They will continue to guide curriculum writers in providing differentiated ideas and options for this population. We will continue implementing Professional Learning Communities (PLCs) to foster the discussion of individual student needs and how best to meet those needs within the classroom setting. As a part of PLCs, we will utilize district-created success criteria aligned with the adopted curriculum to select and administer appropriate classroom assessments. We believe the use of success criteria will support more explicit instruction of each standard indicator. We will use NWEA© MAP to monitor students' progress in secondary intervention (5th-8th) to ensure they receive targeted instruction. Most (K-3 and Resource) teachers, interventionists, and administrators are in LETRS© Volume 2 of the two-year training cycle. This year, we have added all grade 4-5 teachers, Phase 5 SPED teachers and ML teachers to Vol 1 of LETRS©. For students in grades K-5 who are not yet proficient, we will use reading universal screeners to monitor their progress in K-1 and, as needed, in grades 2-5 to ensure that they receive needed interventions.

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Goals	Action Steps
<u>Goal #3:</u> School District Five of Lexington and Richland Counties will increase the graduation rate from 89.7% to 90.0% by Spring 2025.	We will utilize updated curriculum frameworks and ongoing instructional materials. We will use vendor analytics to monitor the use of technology to develop assessments, adaptive assignments, and curricula that meet the rigor and demands of state standards. We will provide Professional Development for teachers and administrators on high-effect size teaching strategies (Hattie, 2023).. We will use Instructional Coaches in high schools to assist students in developing test-taking skills and strategies to increase performance on high-stakes testing associated with college and career readiness. We will fully implement our District MTSS model across all schools.