

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? [12](#)
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? [1](#)
- How many teachers in your school are beginning Volume 1 of LETRS this year? [7](#)
- How many teachers in your school are beginning Volume 2 of LETRS this year? [11](#)
- How many CERDEP PreK teachers in your school have completed EC LETRS?
- How many CERDEP PreK teachers in your school are beginning EC LETRS this year?

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 Brockington Elementary, reading instruction and assessment address all six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension) to allow every student to access and understand complex texts and meet the expectations of the South Carolina College and Career Ready (SC READY) ELA standards. Students engage in meaningful academic discussions, oral discussions, and text-based conversations to build background knowledge and academic language needed for grade-level comprehension. While the foundational standards for students in grades 3–5 move beyond early decoding, instruction outlined in the HQIM adopted by the district (SAVVAS MyView) targets advanced phonics and phonological skills such as decoding multisyllabic words, applying syllable types, and using morphology (prefixes, suffixes, roots) to unlock meaning in increasingly complex texts. Instruction also emphasizes Tier II academic vocabulary and content-specific Tier III words, taught explicitly and in the context of weekly texts that encompass a variety of genres. Students also receive explicit strategy instruction aligned to SC READY standards. These strategies are applied in both literary and informational texts across content areas.

Students' literacy progress and achievement are monitored through the use of the iReady diagnostic assessment, which is administered three times yearly. Progress is also tracked through teacher-created assessments such as exit slips, vocabulary checks, and written responses, as well as through HQIM assessments. Data from these assessments guide flexible grouping, small-group instruction, and targeted interventions, ensuring all students progress toward or exceed grade-level ELA standards. In addition, data are analyzed in PLCs to group students, provide targeted small-group instruction, and adjust interventions so all students can progress toward or exceed grade-level ELA standards. Instructional materials, intervention programs, and classroom strategies are aligned with the science of reading and the South Carolina College- and Career-Ready ELA Standards.

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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.

At Brockington, word recognition in grades 3–5 is taught explicitly and systematically through structured literacy principles that align with the science of reading. Teachers use the district-adopted SAVVAS MyView Word Study and Reading Bridge lessons to provide direct, evidence-based instruction in advanced phonics, syllable patterns, and morphology (prefixes, suffixes, and roots). These lessons ensure students receive the explicit modeling, guided practice, and cumulative review necessary to build accuracy and automaticity in word recognition.

Student progress in word recognition is assessed weekly through Progress Checks embedded in the program. These checks provide timely data on each student's mastery of targeted skills. Teachers use this data to flexibly group students for remediation or enrichment, ensuring instruction is responsive to student needs. Data also guides targeted interventions for students who require additional support to meet grade-level expectations. In addition to using Savvas, students who have been identified by the Fall administration of iReady as being weak in phonics are seen weekly by reading interventionists. Students receive explicit phonics instruction using HMH Phonics for Reading.

As the school's literacy coach, I support teachers in implementing science-of-reading-aligned practices for word recognition instruction. Within PLCs, I facilitate the analysis of Progress Check data, model evidence-based instructional strategies, and collaborate with teachers to plan lessons that address both skill gaps and enrichment opportunities. Through this ongoing support, word recognition instruction at Brockington Elementary remains consistent, research-based, and responsive to student learning needs.

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.

The iReady Diagnostic, administered three times per year, serves as the school's universal screener to identify students who are not meeting grade-level proficiency in reading. Students flagged through the screener participate in additional diagnostic assessments to determine whether their needs are rooted in word recognition or language comprehension. For word recognition, the school uses the HMH Phonics for Reading Pretest, which pinpoints specific areas of weakness and prescribes targeted lessons aligned to those skills.

Data from the iReady Diagnostic and follow-up assessments are analyzed by teachers and in PLCs to determine appropriate placement in interventions. Students identified with word recognition needs receive systematic, evidence-based instruction through Phonics for Reading, while students with comprehension needs are placed in targeted comprehension strategy instruction. This ensures that interventions directly address the source of each student's reading difficulty.

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Student progress in interventions is monitored every 8–12 weeks to evaluate growth and make instructional adjustments as needed. Progress monitoring data guide decisions to continue, intensify, or fade interventions, ensuring all students receive responsive support designed to move them toward grade-level proficiency.

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.

Multiple methods are used to regularly inform parents and guardians about their child's reading and writing progress. Progress reports are sent home every three and a half weeks to provide updates on student performance in reading. Parents also have ongoing access to grades and performance information through the Parent Portal. In addition, teachers maintain communication with families through email to share updates, provide feedback, and address individual student needs. These consistent communication practices ensure that parents remain informed and engaged in supporting their child's literacy development.

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.

Parents are regularly informed about their child's reading progress and achievement through weekly and unit-based comprehension checks, as well as iReady diagnostic reports administered at the beginning, middle, and end of the year to establish baseline data and measure growth. Progress updates are shared with families and include suggested at-home practices tailored to student needs. Parents also receive guidance on specific reading strategies to support literacy at home, both through ongoing communication and during Family Literacy Nights and workshops, where teachers provide demonstrations, resources, and culturally responsive materials to ensure accessibility for all families.

The school ensures that literacy support for families is inclusive by offering resources in multiple formats and providing strategies that honor and connect to students' home languages and cultural experiences. Teachers use progress monitoring data, formative assessments, and classroom observations to guide instructional decisions, adjusting small-group instruction, differentiating assignments, and aligning texts with student reading levels. Leadership teams analyze data to allocate resources such as interventionists and tutoring, identify professional development needs, and monitor the fidelity of interventions. When intervention decisions are needed, students showing limited progress over multiple weeks receive intensified support, while students making accelerated growth may transition out of intervention. Through these practices, Brockington Elementary maintains a strong partnership with families to support literacy growth both at school and at home

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.

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Teacher training based in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students will be provided in the following ways:

Provide ongoing coaching and collaborative planning, where teachers receive job-embedded support to implement structured literacy strategies in their classrooms.

Conduct and facilitate data-driven professional learning communities (PLCs) to analyze student data, monitor progress, and adjust instruction to meet individual student needs.

Complete model lessons and classroom observations that demonstrate how to integrate foundational literacy skills within core and intervention instruction.

Section G: Analysis of Data

Strengths	Possibilities for Growth
- Teachers meet weekly to receive coaching, support, and opportunities to deepen their knowledge of literacy practices and strategies. - State literacy standards serve as the guiding framework for reading instruction - Access to literacy materials and resources to help support literacy instruction	- Possibilities for growth continue to be: - consistently using data to monitor progress - differentiating reading instruction for diverse learners. - developing activities and plans to provide and enrichment - consistent designing and implementation of lessons that include the components of literacy and effective literacy approaches

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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> Goal #1 (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring as determined by SC READY from 41.2 % to 40 % in the spring of 2025.	Reduced the percentage of third graders scoring Does Not Meet in the spring as determined by SC READY from 41.2 % to 13.4%
<u>Previous Goal #2:</u> By the end of the school year, 100% of teachers will demonstrate proficiency in delivering explicit literacy instruction by implementing the key components (modeling, guided practice, independent practice, and feedback) in at least 80% of observed lessons, as measured by the SCDE 4.0 and classroom observation rubrics as well as coaching feedback.	By the end of the school year, 75% of teachers demonstrated proficiency in delivering explicit literacy instruction by implementing the key components (modeling, guided practice, independent practice, and feedback) in at least 80% of observed lessons, as measured by the SCDE 4.0 and classroom observation rubrics as well as coaching feedback as determined by administrative observations
<u>Previous Goal #3:</u> By Spring 2025,100% of ELA teachers will use assessment data to plan small group instruction that remediates and provides enrichment opportunities for identified students, thereby resulting in the following on the 2024 Spring Map assessment for ELA:	By Spring 2025,100 % of ELA teachers used assessment data to plan small group instruction that remediates and provided enrichment opportunities for identified students, thereby resulting in the following on the 2025 Spring Map assessment for ELA:

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Grade 3: The number of students scoring Exceeds will increase from 11 to at least 16 (+5 students) and the number of students scoring Meets will increase from 31 to at least 41 (+10) students Grade 4: The number of students scoring Exceeds will increase from 17 to at least 22 (+5 students) and the number of students scoring Meets will increase from 18 to at least 28 (+10) students Grade 5: The number of students scoring Exceeds will increase from 5 to at least 8(+3 students) and the number of students scoring Meets will increase from 21 to at least 30 (+9) students	Grade 3: The number of students scoring Exceeds increased from 11 to at least 19 (+8 students) and the number of students scoring Meets increased from 31 to at least 34 (+3) students Grade 4: The number of students scoring Exceeds increased from 17 to at least 18(+1 student) and the number of students scoring Meets increased from 18 to at least 29 (+11) students Grade 5: The number of students scoring Exceeds increased from 5 to at least 11(+6 students) and the number of students scoring Meets increased from 21 to at least 39 (+18) students
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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.
- 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.

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Goals	Action Steps
<u>Current 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 from 51% to 55 % in the spring of 2026.	Administer formative assessments (weekly or bi-weekly) to track mastery of skills. Identify specific standards or strands where students are underperforming and provide Tier 2 reading support Hold regular grade-level or PLC meetings to review student progress Adjust instruction, reteach concepts, and provide additional practice based on students' mastery levels.
<u>Current Goal #2:</u> By Spring 2026, 100% of fifth grade teachers will consistently use student data to increase reading achievement resulting in an increase in the percentage of fifth-grade students meeting or exceeding expectations on SCReady from 59.3 % to 63 % in the Spring of 2026.	Provide targeted small-group instruction focusing on skills students need to progress toward their stretch goals through the Teach For America IGNITE on-site program Use iReady individualized lessons for personalized practice in class. Conduct bi-weekly and end of unit checks using Savvas and teacher-created assessments. Complete progress monitoring tasks following each unit to review progress data.

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	Hold monthly progress meetings with Grade level interventionist to discuss progress and adjust measures of support Plan adjustments to curriculum pacing and skill focus based on student progress.
<u>Current Goal #3:</u> By the Spring 2026 administration of iReady diagnostic at least 50% of students in Grade 4 will make at least 50% progress toward their stretch growth goal as measured by ELA iReady screener.	Provide explicit support through individual coaching cycles on the analysis of formative and summative assessments Support teachers in breaking down complex standards into teachable parts and embedding formative checks for understanding. Train teachers in analyzing iReady and other assessment data to identify student gaps. Plan PLCs that focus on using data to plan activities targeted at remediation and enrichment.