

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? 2
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 26
- How many teachers in your school are beginning Volume 1 of LETRS this year? 2
- How many teachers in your school are beginning Volume 2 of LETRS this year? 2
- How many CERDEP PreK teachers in your school have completed EC LETRS? 0
- 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.

Our HMH curriculum provides both formative and summative assessments across all key areas, including oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. These assessments are carefully aligned with our current 2024 ELA indicators. We strategically use the completed pre- and post-module assessments from first through fifth grade. Our kindergarten teachers utilize the Module Inventory also from the HMH curriculum. PreK has Heggerty as a tool to screen for phonological and phonemic growth. Additionally both Prek and kindergarten use letter sound and symbol identification embedded within their assessments. These pre-assessments guide our instructional goals and strategies throughout all units of study.

In addition, we utilize an interventionist who works with both Orton-Gillingham (O.G.) and SIPPS programs. Our SPED teacher also employs these programs as needed, based on results from various assessment measures. Fluency is addressed through fluency passages, Readers Theater, and small-group instructional read-alouds.

Finally, with the application of HMH as our high quality instructional material, we closely monitor Rubicon to ensure increasing rigor when necessary. We also adjust lessons to align with our state's instructional expectations as outlined in our indicators.

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 our school, we collect universal screener and diagnostic data from multiple sources—iReady, formative and summative assessments, SCREADY, Reading Plus, Kindergarten Module Inventories, Heggerty, and the Qualitative Spelling Inventory (QSI). As students transition into third grade, we

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2025-2026

also integrate morphology through word study practices in the classroom and with interventionists using SIPPS. This comprehensive data helps us identify PreK–5 students who have not yet reached grade-level reading proficiency.

By analyzing each student’s individual strengths and challenges, we can determine whether they need targeted intervention in word recognition or language comprehension. This data-driven approach ensures that every student receives instruction tailored to their specific needs, supporting effective progress toward mastering grade-level reading skills.

Our work is grounded in the science of reading, which tells us that proficient reading depends on two essential components: word recognition—including decoding and phonological skills—and language comprehension, which involves vocabulary, background knowledge, and syntax. Using tools like iReady, SCREADY, Reading Plus, Heggerty, and the QSI, we gather critical data to assess both these areas from multiple angles. We also know that integrating morphology through word study and SIPPS intervention as students enter third grade is vital. Research shows that understanding word structure—prefixes, suffixes, and roots—boosts vocabulary development and decoding efficiency. This becomes increasingly important as texts grow more complex in the upper elementary years.

This approach reflects best practices in reading instruction, combining strategic, comprehensive assessments with differentiated lessons, ensuring that ongoing progress happens for every learner.

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.

Though our i-Ready screener, we break down our data into the following areas: phonological awareness, phonics, high-frequency words, vocabulary, and comprehension in both literature and informational text to determine students’ areas of remediation and acceleration. Furthermore, through strategic grouping, students are placed in skill-based groups targeting their various needs. When grade-level proficiency is not met, our learners are also tracked by our MTSS team, which includes our coach, interventionist, administrator, and teachers, to ensure all areas of opportunity are discussed and plans are created to close gaps as needed. Student monitoring continues throughout the year and is documented through Enrich.

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.

Each week, parents receive two newsletters: one from the school and one from the classroom. The weekly school newsletter often includes insights from our coaches that align with best practices in literacy instruction. Classroom newsletters focus on core subjects and provide support and guidance to help students learn at home. Additionally, when a new module begins, HMH parents’ letters accompany the classroom newsletter to keep families informed. Teachers also send home i-Ready Family Reports, sharing important information about students’ academic progress and next instructional steps.

Conferences play an integral role in supporting reading and writing at home. During these meetings, teachers share resources, highlight initiatives like our library book challenge, and offer authentic opportunities to enhance the reading and writing experience beyond the classroom. We also support families with reading and writing through after-school events.

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2025-2026

At open house events for kindergarten through fifth grade, parents receive valuable resources from the State Department that outline strategic ways to support literacy at home. Beyond this, we engage readers through our Book Vending Machine, school library, and book fairs where parents and students celebrate the joy of reading together. Our literacy coach also shares grade-level indicators and explains the rationale behind supports for K–5 during our back-to-school events. Our school even hosts a literacy night to inspire a life-long passion for literacy. Through all these levels of communication and engagement, parents are well equipped to support their readers and writers at home.

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.

At Coosa Elementary, our MTSS program supports students throughout their academic careers by closely monitoring multiple data points, including iReady, SCREADY, Fountas and Pinnell Running Records, letter naming, sounds, and sight words for kindergarten and first grade, as well as SIPPS progress tracked by our interventionist. We also collect anecdotal notes on areas of weakness and tiered support, along with summer school attendance and identification of third-grade students at risk of retention in accordance with updated Read to Succeed guidelines. When a student is identified as needing additional reading support, they are entered into the Enrich platform and participate in a structured intervention cycle, receiving individualized instruction three to five times per week for thirty minutes. Interventions incorporate SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), Orton-Gillingham, LLI (Leveled Literacy Intervention), and LETRS best practices. Our collaborative team includes a reading interventionist, after-school tutors, the reading coach, administration, and all educators serving these students. Plans are regularly discussed and updated, and when a student does not demonstrate growth after multiple intervention attempts using various tools and supports, a special education evaluation is initiated.

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.

During the 2024 -2025 school year, twenty-nine teachers participated in the LETRS training. All participants successfully completed the training except for one teacher who retired early. Additionally, we have two teachers who are in their first year—one in fourth grade and another in fifth grade—and a first-grade and a fourth-grade teacher who are in their second year in the 2025 – 2026 school year.

Moreover, we provide rigorous training through our PLCs and after-school sessions, all aligned with reading, structured literacy, and foundational skills. Through this process teachers analyze pre-assessment data aligned to indicator rigor that allows intention teaching practices to ensure areas needing support are explicitly embedded in all content areas. As a result, every student receives explicit, systematic, and sequential instruction tailored to their needs. This instruction focuses on phonological awareness, basic and multisyllabic word decoding, spelling, reading fluency, vocabulary, oral and reading comprehension, and written expression.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• Pre and Post Assessment Analysis • i-Ready High Frequency Words: Fall 2025 Administration: 72% of students achieved tier 1 in grades K – 5. • A strong MTSS structure in place	• Systematically sharing opportunities to support student growth based on indicator-aligned findings during PLC meetings while tracking the growth between pre and post administration. • 42% of students are at tier 1 overall through the administration of the fall i-Ready diagnostic. • Intervention time is consistently implemented across classrooms and grade levels, emphasizing both skill development and enrichment, with progress monitored through targeted growth measures within a multi-tiered system of support.

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
Previous: <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 8.2% to 5% in the spring of [2025].	<u>Goal #1 (Third Grade Goal)</u> : Goal #1 (Third Grade Goal) : Our percentage decreased from 8.2 to 7.78, which aligns with students showing they do not meet expectations on SCREADY. Our goal was not met; however, we will continue to aim for a decrease to 5% by the end of 2026.

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2025-2026

<u>Previous Goal #2:</u> By August 2024, the percentage of students scoring 4 or higher on TDA in grades 3-5 will increase from 47.8% to a minimum of 55%.	<u>Goal #2:</u> Our percentage increased to 55% as measured through TDW results, our new growth target is 60%.
<u>Previous Goal #3:</u> The instructional coach will complete the Play-based Professional Development Year 2 modules and provide professional development Purposeful Play in their classrooms.	<u>Goal #3</u> Kindergarten has a new assessment objective for the 2025–2026 school year. Students will participate in HMH-aligned Module Inventories that assess areas of developmental literacy according to the Science of Reading, with the objective of fluency as measured by iReady Spring Diagnostics.

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
<u>Current Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2024 - 2025 as determined by SC READY from 81.7% to 82.7% in the spring of 2026.		Teachers utilize HMH module preassessments as a starting point for instructional success. Through a close analysis of the results, they will develop personalized instruction tailored to meet the needs of their learners, whether that means remediating, enriching, or accelerating their progress. Embracing a growth mindset, teachers will utilize post-assessment data to ensure that mastery has been achieved.

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2025-2026

	When students struggle to grasp certain concepts, the approach will be to enrich their learning through small group guided reading instruction. Additionally, interactive read-alouds will reinforce understanding, while consistent application of skills will ensure that students master the content before the SCREADY assessment. This comprehensive strategy seeks to empower every learner, preparing them for success in their educational journey.
<u>Current Goal #2:</u> By August 2026, the percentage of students scoring 3 or 4 on TDW in grades 3-5 will increase from 55% to a minimum of 60%.	Through collaborative effort, our team of third through fifth grade teachers and their students will participate in a series of interactive, guided lessons facilitated by our reading coach. These lessons are designed to scaffold the content of the TDW rubric, utilizing engaging interactive read-alouds to bring the material to life. As the journey unfolds, the reading coach will consistently guide students in exploring released student samples, allowing them to see real examples of student work from across our state. Ideally, these explorations will ignite discussions and deepen student understanding of the expectations. In the final phase of this enriching experience, the coach, teachers, and students will come together as a cohesive team to create their own TDWs. They will then rate each other's work, using the holistic rubric to provide constructive feedback. This collaborative approach not only enhances learning but fosters a sense of community and shared purpose among everyone involved.
<u>Goal #3:</u> By May of 2026, the percentage of kindergarten students scoring tier 1 will increase in i-Ready diagnostics from 49% to 82.7%.	In Kindergarten, assessments will serve as vital tools to inform and enhance instruction through targeted remediation, enrichment, and acceleration. As teachers identify specific areas that require reinforcement, they will initially address these with whole group instruction to ensure all students meeting targeted expectations. However, most of the meaningful learning will occur in small groups,

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2025-2026

	allowing for tailored instruction that aligns with the varied abilities of each kindergarten student. Additionally, the integration of Purposeful Play will continue to be an essential focus in all instructional activities. This approach not only fosters engagement but also encourages exploration and creativity, ensuring that each child experiences a rich and supportive learning environment. Kindergarten also has a new assessment objective in the 2025 – 2026 school year. Students will participate in HMH aligned Module Inventories that assess areas of learning to read according to the Science of Reading with the targeted measurement of phonological awareness, high frequency words, decoding and print concepts that will assist in supporting our goal.
--	---