

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

The passage of Act 114 updates The Read to Succeed Act by requiring schools and districts to prepare comprehensive reading proficiency plans that are *aligned to the science of reading, structured literacy and foundational literacy skills*. This reading plan prompts schools and districts to respond in a narrative format. For more information about reading plan requirements, along with a hard copy of the full questions and directions on how to complete both the district and school surveys, please visit the reading plan homepage at: <https://ed.sc.gov/instruction/early-learning-and-literacy/read-to-succeed/reading-plans-state-district-and-school/>.

**Important notes:**

**This reading plan reflects the updated law as well as the state's implementation of Multi-Tiered System of Supports (MTSS). Please use only the updated reading plan documents when completing this year's survey.**

This survey also includes questions about the total number of LETRS completers in your school.

**After completing the form, you will receive a confirmation email with your responses. Please submit your survey by October 14, 2025.**

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

**Section A:** Describe how reading assessment and instruction for all PreK-5<sup>th</sup> 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.

**Assessment**

We utilize Fastbridge© and NWEA© MAP data to inform instruction that helps our students meet South Carolina's grade-level standards. 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. The NWEA® MAP Reading assessment provides valuable data that informs instruction for K-4th grade students across several key literacy domains: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

**Instruction**

Grades K-4th grade use the state-adopted ELA standards and Savvas myView Literacy curriculum. The 2024 South Carolina College and Career Ready (CCR) English Language Arts (ELA) standards for grades K-4 are designed to provide a comprehensive framework for literacy education. These standards emphasize essential skills and knowledge that students need to become proficient readers, writers, and communicators. Our district adopted the Savvas© myView Literacy ELA curriculum to support teaching the standards. Savvas Learning Company curriculum offers a comprehensive approach to reading assessment and instruction for K-4th grade students, focusing on essential components that support students in meeting grade-level English Language Arts standards.

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**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.

**Key Components of Savvas© myView Literacy Reading Program:**

**1. Oral Language Development**

**Assessment:** 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.

**Instruction:** Savvas emphasizes the importance of oral language skills as a foundation for reading. Through interactive activities and discussions, students enhance their vocabulary and comprehension, preparing them for more complex texts.

**2. Phonological Awareness**

**Assessment:** 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.

**Instruction:** The program provides targeted instruction in phonological awareness, helping students recognize and manipulate sounds in spoken language. Activities focus on skills such as rhyming, syllable counting, and sound segmentation, which are critical for developing reading proficiency.

**3. Phonics Instruction**

**Assessment:** 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.

**Instruction:** Savvas© myView Literacy integrates explicit phonics instruction, teaching students the relationships between letters and sounds. This systematic approach allows students to decode words effectively, enabling them to tackle unfamiliar texts with confidence.

**4. Fluency Practice**

**Assessment:** 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.

**Instruction:** To build reading fluency, the program incorporates repeated reading and modeling of fluent reading. Students engage in guided practice, which fosters smooth and expressive reading, essential for overall comprehension.

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### 5. Vocabulary Development

**Assessment:** 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.

**Instruction:** The curriculum includes strategies to expand students' vocabulary through direct instruction and context-rich activities. By exposing students to new words in meaningful contexts, Savvas© myView Literacy helps them make connections that enhance their understanding of texts.

### 6. Comprehension Strategies

**Assessment:** 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.

**Instruction:** Savvas© myView Literacy places a strong emphasis on reading comprehension. Students learn to apply various strategies, such as predicting, questioning, and summarizing, to improve their understanding of texts. These skills are reinforced through discussions, written responses, and collaborative activities.

#### Additional Assessments:

Savvas© myView Literacy provides ongoing assessments that inform instruction and monitor student progress. These assessments are designed to identify individual strengths and areas for improvement, allowing educators to tailor their teaching strategies to meet the diverse needs of their students.

By integrating these key components, Savvas© myView Literacy Learning Company supports reading development for all K-4th grade students, ensuring they are well-equipped to meet and exceed grade-level expectations in English Language Arts.

More specifically, teachers are using the weekly quizzes, progress checks, and unit tests provided in the Savvas© myView Literacy curriculum. Additionally, our reading interventionists and teachers use Jan Richardson's text-level assessments, Dominic text-level assessments, Progress Learning, and FastBridge benchmarks and progress monitoring assessments.

**Section B:** Document how Word Recognition assessment and instruction for PreK-5<sup>th</sup> grade students are further aligned to the science of reading, structured literacy and foundational literacy skills.

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### **Documenting Word Recognition Assessment and Instruction**

Teachers are using the Savvas© myView Literacy ELA curriculum to teach and assess word recognition. Each grade level has additional curriculum resources to meet the individual needs of their students. *The Reading Routines Companion: Practices Grounded in the Science of Reading* and the *MyFocus Intervention* book scaffolds lessons with reproducible student pages and checkpoint assessments addressing: Foundational skills, Reading literature, Reading informational text, writing, language and conventions, and Inquiry and Research. Teachers are currently working in Year One or Year Two of the LETRS PD, and they are applying their learning within classroom instruction as they teach the Foundation of Literacy Standards. For example, Kindergarten through second grade teachers are integrating the use of a sound wall in their instruction.

#### **1. Alignment with the Science of Reading**

- **Evidence-Based Practices:** Word recognition instruction is grounded in research from the science of reading, which emphasizes the importance of systematic and explicit teaching methods. This includes the use of phonics, phonemic awareness, and vocabulary development.
- **Understanding the Reading Process:** Instruction focuses on how readers decode words, recognizing that word recognition is a critical skill for fluent reading and comprehension.

#### **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 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 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.

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## 2. Structured Literacy Approach

- **Explicit Instruction:** Word recognition strategies are taught explicitly through structured lessons that focus on the relationships between sounds and letters, ensuring that students understand the mechanics of reading.
- **Systematic Progression:** The curriculum follows a logical sequence, starting with simple words and gradually introducing more complex structures as students gain confidence and skill.

### 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.

## 3. Foundational Literacy Skills

- **Phonemic Awareness:** Students engage in activities that enhance their ability to hear, identify, and manipulate sounds in words, which is crucial for effective word recognition.
- **Phonics Instruction:** Instruction includes systematic phonics lessons that teach students to decode words by connecting sounds with letters. This foundational skill is essential for recognizing new and unfamiliar words.
- **Fluency Development:** Word recognition is linked to fluency, as students practice reading words quickly and accurately, leading to improved comprehension.

### FastBridge©

**Foundational Literacy Assessments:** FastBridge© suite of assessments—particularly those in FASTtrack Reading—are designed to measure

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foundational literacy skills from kindergarten through elementary grades. The assessments target phonological awareness, phonics, and fluency, which are 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**

**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.

## **4. Assessment Methods**

- **Ongoing Assessments:** Regular assessments measure students’ progress in word recognition, allowing educators to identify areas where students may need additional support or instruction.
- **Diagnostic Tools:** These tools provide insights into specific word recognition challenges, enabling targeted intervention strategies that align with individual student needs.

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.

## **5. Instructional Strategies**

- **Multisensory Techniques:** Instruction incorporates multisensory approaches, such as using visual, auditory, and tactile methods, to reinforce word recognition skills.
- **Practice and Repetition:** Students engage in repeated reading and practice with high-frequency words and sight words to enhance their recognition skills and overall reading fluency.

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## 6. Integration with Other Literacy Components

- **Comprehensive Literacy Program:** Word recognition is integrated with other literacy components, including comprehension strategies and vocabulary development, ensuring a holistic approach to literacy education.

By documenting these elements, you can clearly see how Word Recognition assessment and instruction for K-4th grade students are aligned with the principles of the science of reading, structured literacy, and foundational literacy skills. This alignment not only supports effective reading instruction but also ensures that students develop the skills necessary for lifelong literacy.

**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-5<sup>th</sup> grade who have failed to demonstrate grade-level reading proficiency.

### **Documentation of Intervention Pathways for Reading Proficiency**

All kindergarten and first grade students are screened three times per year with 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 1st-4th grade students are assessed three times per year with NWEA© MAP. Additionally, kindergarten through fourth 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.

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**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).

**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.

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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 relative 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, students' 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.

### **Additional School Specific Details**

The following outlines how our school utilizes universal screener and diagnostic assessment data to determine targeted intervention pathways—focusing on word recognition or language comprehension—for K-4th grade students who are not demonstrating grade-level reading proficiency.

#### **1. Universal Screeners are administered three times a year:**

- **K & 1st Grade:** Fastbridge is the universal screener used to identify students who could be at high risk or some risk in phonemic awareness, phonics, fluency, and/or general reading. Teacher input is a vital part of this identification and assessment process.
- **2nd-4th Grade:** MAP is the Universal Screener. Students scoring at or below the 25th percentile or reading at a text level six months below typical development are further screened using Fastbridge to pinpoint specific needs in phonemic awareness, phonics, fluency, and/or general reading. Teacher feedback remains an essential part of the process.

After the Universal Screeners are administered, teachers share their assessment data (such as text level, word lists, letter/sound ID, Conventions of Print, Savvas© myView Literacy assessments) and anecdotal records to inform intervention selection. Additionally, the reading coach and reading interventionists administer text-level assessments and other PA & Phonics diagnostic assessments (as needed) to gather additional information to inform selection for T2 or T3 services and to create a baseline for progress-monitoring. Students who are not served in T2 or T3 are put on a watch list to monitor progress and to collaborate with classroom teachers to provide differentiated small group instruction. Students are grouped by the recommended FB plan to target the most pressing instructional need. Student data is monitored on a regular basis, and students can move up and down the tiers of support as they make progress or require more intensive support.

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## 2. Tracking and Communication

### Literacy Profiles

- Reading levels for K-4th grade students are documented in each student's Literacy Profile folder, and the text reading level data is entered into a school-based Google form each Report Card Quarter.
- LETRS Spelling Screener
- Independent Writing Sample
- Savvas© myView Literacy Unit Tests- After each Savvas Unit ~ administer the Unit Test and use the results to make informed decisions about intervention and acceleration.

### The MTSS school team

An elementary MTSS (Multi-Tiered System of Supports) school team process involves several key components designed to support students' academic, behavioral, and social-emotional needs. Here's an overview of how this process generally unfolds:

#### 1. Team Formation

**Composition:** The MTSS team includes

The MTSS team consists of individuals from different areas within the school to ensure a holistic approach to student support:

- **Administrator:** Facilitates meeting
- **School Psychologist:** shares the status of evaluations
- **Special Education Teachers:** Brings expertise in individualized instruction and supports students with disabilities, provides support for students with behavioral and academic interventions prior to assessment.
- **General Education Teachers:** Represent student needs by offering insights into academic challenges as needed.
- **Reading Coach/Reading Interventionists:** Brings expertise in reading skills to the team. Facilitate and support the school with interventions for students who struggle with reading.
- **Instructional Coach:** Brings expertise in math and technology skills to the team. Facilitate and support the school with interventions for students who struggle in math.

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- **Parents/Guardians:** Involved in the decision-making process when interventions are applied to their child as needed during the Student Assessment Team Meeting.
- **School Counselor/Mental Health Counselor/Social Worker:** Focuses on the social-emotional and behavioral needs of students

**Roles:** Each member has specific responsibilities, such as data analysis, intervention implementation, and communication with teachers and families. The team reviews data bi-weekly and assigns a case manager to each student for whom the teacher/parent/staff member documents a concern.

**2. Data Collection and Analysis:** (Form Stack for teachers to complete to share concerns and ask for support at any point)

**MTSS Form:** The MTSS team at LMES relies heavily on data to guide decisions. We collect data from a variety of sources, including standardized test scores, formative assessments, behavior logs, attendance records, and teacher observations. Our team meets bi-weekly to analyze this data and discuss which students need additional support. Progress monitoring tools are utilized to track the effectiveness of interventions and make necessary adjustments. Teachers complete a form regarding a concern of attendance, academic, behavior, family, or speech and language/OT. The team meets to review documented concerns and assign a case manager to review concerns and documentation of interventions that have been tried already. The case manager then offers support to the teacher for Tier One interventions. If Tier One interventions are showing unsuccessful, the team will offer Tier Two interventions.

**Screening:** Universal screenings (like assessments in reading and math) are conducted to identify students who may need additional support. Attendance Plans, Behavior Plans, Speech Language Observations.

**Ongoing Monitoring:** Teachers collect data on student performance and behavior to track progress over time. We collect data from a variety of sources, including standardized test scores, formative assessments, behavior logs, attendance records, and teacher observations. Our team meets bi-weekly to analyze this data and discuss which students need additional support. When a student is identified as needing additional support, the team will discuss the student's strengths, challenges, and potential interventions. By brainstorming collaboratively, the team can develop comprehensive support plans tailored to each student's unique needs. Parents are invited to participate in this process at the Student Assistance Team meeting to provide input and ensure alignment with home support.

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### 3. Identifying Needs

**Review Meetings:** The team meets regularly to discuss data and identify students who may be at risk or struggling. Strengths and weaknesses are shared from data, and the team works with the teacher.

**Strengths and Needs:** The team analyzes the data to understand each student's strengths, areas for improvement, and potential barriers to learning.

### 4. Tiered Interventions

**Tier 1 (Universal Supports):** All students receive high-quality instruction and behavioral support in the general classroom.

**Tier 2 (Targeted Supports):** Students identified as needing additional help receive more focused interventions, often in small groups. These interventions are usually short-term and data-driven.

**Tier 3 (Intensive Supports):** For students who do not respond to Tier 2 interventions, more intensive, individualized support is provided. This may involve specialized programs or services.

### 5. Implementation of Interventions

**Action Steps:** The team monitors the progress towards meeting end of service goals for students in Tier 2 and Tier 3. The interventionists create detailed goals, strategies, and methods for instruction and monitoring progress.

**Reading Interventionists:** Students in T2 and T3 receive 30 minutes of additional reading services (Book Club) five days a week with a reading interventionist. Students are grouped according to their needs. Interventionists use the recommended Fastbridge plan to target instructional needs. Additional diagnostic assessments are used to create each student's plan.

**Collaboration:** Teachers and specialists work together to implement the interventions, ensuring consistency and fidelity to the plan.

### 6. Progress Monitoring

**Regular Check-Ins:** The team continuously monitors student progress through assessments and observations to determine the effectiveness of the interventions. T2 & T3 intervention plans and progress monitoring are entered into Enrich and reviewed by the MTSS team as needed. Students in T2 are assessed every two weeks to monitor progress, whereas students in T3 are monitored weekly. As students meet goals, new goals are created to target instruction until they have made enough progress to work down the tiers and no longer need additional reading instruction.

**Adjustments:** Based on progress data, the team may adjust interventions, increase support, or consider new strategies.

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## 7. Communication with Stakeholders

**Parent Involvement:** Regular communication with parents is essential. The team shares progress updates and collaborates with families to support student learning at home.

**Professional Development:** The team may provide training and resources for teachers to enhance their skills in implementing effective interventions.

## 8. Review and Reflection

**End-of-Year Review:** At the end of each academic year, the team reviews data and outcomes to evaluate the overall effectiveness of the MTSS process and make improvements for the following year.

This collaborative and data-driven approach ensures that all students receive the appropriate level of support to succeed in their learning environment.

**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.

All grade levels offered a curriculum night at the beginning of the year and shared ideas for how parents can support their child(ren) as a reader and writer at home, teachers conference with parents, provide information in newsletters, and provide short video links to help parents learn more about how to support their child(ren) with reading and writing strategies and skills.

Teachers share MAP Growth 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-4, 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.
- When indicated, teachers notify parents of student needs and ways parents can support the child.

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

**Continuous Monitoring and Support**

- The district has a system of continuous monitoring to assess the effectiveness of the training and the implementation of the 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 three times per year to discuss data and strategies for improvement.
- 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.
- Teachers maintain text reading level records in the Literacy Profile folder and enter text reading level data into a school-based Google form each Report Card Quarter.
- The District ELA Coordinator requires schools to maintain an Intervention Student Sheet to track needs, services, and progress.

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

**Teacher Training in the Science of Reading, Structured Literacy, and Foundational Literacy Skills**

**Overview**

To ensure that all students in K-4th grade receive effective literacy instruction, our school implements comprehensive teacher training grounded in the science of reading, 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. Currently, Kindergarten through third grade teachers, administrators, and reading interventionists are participating in Year 2 of the LETRS (Language Essentials for Teachers of Reading and Spelling) training program. 4th grade teachers, instructional coach, multi-lingual teacher, and multi-catagorical special education teacher are participating in Year 1 of the LETRS training program.

**1. LETRS Training Program**

- **Comprehensive Curriculum:** LETRS provides an evidence-based framework that equips educators with the knowledge and skills necessary to teach reading effectively. The program covers essential topics, including phonemic awareness, phonics, fluency, vocabulary, and comprehension.

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- **Focus on Structured Literacy:** The training emphasizes structured literacy, ensuring teachers understand how to implement systematic and explicit instruction tailored to meet diverse student needs.

## 2. Coaching and Support

- **On-Site Coaching:** The reading coach provides on-site coaching to support teachers as they implement strategies from the LETRS training. This personalized support helps teachers apply what they've learned in their classrooms.
- **Collaborative Planning Sessions:** Teachers have opportunities to collaborate with peers and coaches during planning sessions, where they can share experiences, discuss challenges, and refine their instructional practices based on the science of reading principles.
- **Training on Savvas® myView Literacy Curriculum:** 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. The reading coach provides support to teachers in this first year of implementation.
- **Ongoing Professional Development for Coaches:** 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.

## 3. Ongoing Assessment and Feedback

- **Data-Driven Instruction:** Teachers are trained to use assessment data effectively to inform instruction. The focus is on analyzing student performance to tailor interventions and instructional approaches that align with students' specific needs.
- **Feedback:** Continuous feedback is integrated into the training process, allowing teachers to reflect on their practices, receive constructive criticism, and adjust their strategies to improve student outcomes.
- **Collaboration and Implementation Support through PLCs:** 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.

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- **Structured Literacy Focus:** Teachers will collaborate on applying structured literacy techniques to ensure 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.

#### 4. Resource Availability

- **Access to Materials:** Teachers are provided with a variety of instructional materials and resources that align with the LETRS framework ( Savvas© myView Literacy). This includes texts, manipulatives, and technology that support structured literacy instruction.
- **Online Learning Modules:** In addition to in-person training, teachers have access to online learning modules that allow for flexible, self-paced learning on literacy topics covered in the LETRS curriculum.
- 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.

#### Conclusion

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-4th grade teachers, coaches, and administrators are well-prepared to implement the science of reading strategies. The LETRS PD supports teachers' ability to implement Savvas© myView Literacy and strategies into their instruction. Together with ongoing professional development, coaching support, and access to resources, our school is committed to enhancing teachers' skills in delivering effective reading instruction. This comprehensive approach ensures that all students acquire the foundational literacy skills necessary for success. This approach will foster a strong foundation in reading for all students, ensuring they meet or exceed grade-level expectations in English Language Arts.

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**Section G: Analysis of Data**

<b>Strengths</b>	<b>Possibilities for Growth</b>
<ul style="list-style-type: none"> <li>● Collaboration between the reading coach and teachers regarding student needs in reading and writing is evident.</li> <li>● There is dedicated time for grade-level professional learning communities (PLCs) to review data and student growth to inform their instruction.</li> <li>● MTSS meets bi-weekly to review data, progress, and student needs.</li> <li>● 78 students are served in reading intervention by our two certified reading interventionists.</li> <li>● SC Ready ELA Meet and Exceed was 7.6% above the district average and 14.6% above the state average.</li> <li>● 100% school-wide implementation of LETRS Training for all K-4th Grade Teachers, Reading Interventionists, Resource Teachers, Multi-Categorical Special Education Teachers, Reading Coach, Administrators, Instructional Coach, and ML Teacher.</li> <li>● Student Progress for all students is 10% higher than the district and 10.2% higher than the state for 2024-2025.</li> <li>● Student Progress for the Lowest 20% of Students is 5.6% higher than the district and 1.3% higher than the state for 2024-2025.</li> </ul>	<ul style="list-style-type: none"> <li>● The percentage of Kindergarten students in the Flat Growth category on Fastbridge was 20% in the spring of 2025.</li> <li>● The percentage of 1st grade students who were considered Low Risk based on Fastbridge was 43% for the fall of 2025. In comparison, in the fall of 2024, this same cohort of students had 73% of students in the Low Risk category when they started Kindergarten.</li> <li>● Reading Literary Text was the lowest component of the SC Ready results for 3rd grade.</li> <li>● Research and Evaluating Ideas was the lowest component of the SC Ready results for 4th grade.</li> </ul>

**LETRS Questions:**

- How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?: 38
- How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?: 3
- How many eligible teachers in your school are beginning Volume 1 of LETRS this year?: 8
- How many eligible teachers in your school are beginning Volume 2 of LETRS this year?: 38

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- 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 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).

<b>Goals</b>	<b>Progress</b>
Goal #1 (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 determined by SC READY from 13.4% to 8% in the spring of 2025.	Goal #1 has been met, as the number of third graders scoring Does Not Meet reduced from 13.4% to 2.7%.
<u>Goal #2:</u> Maintain the percentage of Kindergarten students in the Flat Growth category on Fastbridge at 6% in the spring of 2025, as scored in the spring of 2024.	Goal #2 has not been met, as the percentage of Kindergarten students in the Flat Growth category on Fastbridge was 20% in the spring of 2025.
<u>Goal #3:</u> From fall to spring, students in grades 2-4 will continue to have a Median Student Growth Percentile of 58% or above on MAP Growth Reading through 2027.	Goal #3 has been met, as the students in grades 2-4 had a Median Student Growth Percentile of 64% for the 2024-2025 school year.

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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.
- The Reading Plan may be helpful in determining action steps to reach an academic goal. 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.

<b>Goals</b>	<b>Action Steps</b>
<p><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 the SC Ready ELA Assessment, from 78.1 % to 80% in the spring of 2026.</p>	<p>-We will continue the implementation of the MTSS framework for D5.                      -Professional Learning Communities (PLCs) centered around common needs indicated by MAP analysis.                      -Targeted interventions are provided by the classroom teacher and supplemented by RTI and Special Education to promote student individual growth.                      -Teachers will utilize Progress Learning and IXL to differentiate during WIN time.</p>
<p><u>Goal #2:</u> Reduce the percentage of Kindergarten students in the Flat Growth category on Fastbridge from 20% in the spring of 2025 to 6% in the spring of 2026.</p>	<p>-We will continue the implementation of the MTSS framework for D5.                      -Professional Learning Communities (PLCs) centered around common needs indicated by MAP analysis.                      -Targeted interventions are provided by the classroom teacher and supplemented by RTI and Special Education to promote student individual growth.                      -Teachers will implement Science of Reading-based instructional practices for Tier 1 instruction.</p>

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<b>Goals</b>	<b>Action Steps</b>
	<ul style="list-style-type: none"> <li>-Teachers will provide in-class interventions for students scoring At Risk on Fastbridge.</li> <li>-We will begin Tier 2 intervention groups for Kindergarten students in October.</li> </ul>
<p><u>Goal #3:</u> From fall to spring, students in grades 2-4 will continue to have a Median Student Growth Percentile of 58% or above on MAP Growth Reading through 2027.</p>	<ul style="list-style-type: none"> <li>-We will continue the implementation of the MTSS framework for D5.</li> <li>-Professional Learning Communities (PLCs) centered around common needs indicated by MAP analysis.</li> <li>-Targeted interventions are provided by the classroom teacher and supplemented by RTI and Special Education to promote student individual growth.</li> <li>-Teachers will utilize Progress Learning or IXL to differentiate during WIN time.</li> <li>-Reading interventionists will push into 4th grade classrooms to provide small-group instruction and provide professional development to teachers.</li> </ul>