

Wallace Gregg Elementary School
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.

****The [SC Literacy Competencies for PreK-5](#) can help with wording/ideas.****

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? 11
- 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? 3
- How many CERDEP PreK teachers in your school have completed EC LETRS? N/A
- How many CERDEP PreK teachers in your school are beginning EC LETRS this year? N/A

Section A: Describe how reading assessment and instruction for all PreK-5th grade students in the school includes oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to aid in the comprehension of texts to meet grade-level English/Language Arts standards.

Our school utilizes the **HMH Into Reading (K–5)** program to deliver comprehensive, evidence-based literacy instruction aligned with the South Carolina College- and Career-Ready English Language Arts Standards. Instruction and assessment are intentionally structured to develop oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension—the essential components of reading identified by the *science of reading*—so that all students meet or exceed grade-level expectations in the SCCCR strands of Foundations, Reading—Literary and Informational Texts, Communication, and Inquiry.

Oral language is foundational to literacy and is intentionally developed through daily discussion routines, collaborative conversations, and interactive read-alouds within the HMH framework. Oral language skills continue through academic discourse, questioning, partner talk, and presentation tasks that align to SCCCR standards requiring students to engage in meaningful discussions and use evidence to express ideas clearly. These experiences prepare students to comprehend increasingly complex texts and communicate effectively about their learning.

In K–1, daily instruction focuses on phonological and phonemic awareness, including rhyming, blending, segmenting, and manipulating sounds. HMH provides systematic routines and oral practice to build students’ understanding of how spoken words connect to print. Teachers use HMH’s ongoing formative assessments and observation checklists to monitor progress, ensuring mastery of SCCCR Foundational standards related to sound-letter awareness and phonemic manipulation.

HMH provides explicit, systematic phonics instruction from letter-sound correspondence through multisyllabic decoding and morphology.

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Kindergarten–Grade 3: Students receive daily lessons in decoding and encoding with decodable readers that provide immediate application of phonics skills. **Grades 4–5:** Instruction shifts toward word analysis, roots, prefixes, and suffixes, supporting SCCCR standards focused on understanding word parts and meaning.

Assessments through HMH Growth Measure and weekly skills checks guide teachers in differentiating instruction and providing targeted interventions when mastery is not yet achieved.

Fluency instruction in HMH emphasizes accuracy, rate, and expression through modeled readings, choral reading, and repeated readings of decodable and leveled texts.

Teachers assess fluency regularly using rubrics and HMH fluency passages. Instructional feedback helps students develop the automaticity needed to access grade-level complex texts as required by SCCCR Reading standards.

HMH embeds systematic vocabulary instruction within every unit, emphasizing both high-frequency and academic vocabulary. Students encounter words in context through interactive read-alouds, close reading lessons, and digital vocabulary routines, and they apply new words through speaking and writing activities. Instruction builds morphological awareness and supports the SCCCR standards requiring students to determine meaning through context, word parts, and reference materials.

Comprehension instruction follows the gradual release model (I Do, We Do, You Do) and integrates text-dependent questioning, comprehension strategies, and writing in response to reading. Students practice summarizing, inferring, analyzing text structure, and comparing themes and central ideas—skills explicitly outlined in the SCCCR Reading standards.

Each HMH module includes complex literary and informational texts, ensuring students meet expectations for text complexity, evidence-based reasoning, and cross-text analysis.

Instructionally, the use of CVC, sight word, blends, digraphs, and letters in magnetic form, as well as leveled passages, allow for small-group remediation and intervention. Teachers utilize these manipulatives to provide Orton-Gillingham instruction and to workshop HMH Into Reading passages and stories. Using Orton Gillingham, or other science of reading supported curriculums, depending on the grade level, as a foundation for small-groups, to provide differentiated instruction based on student performance levels from the assessments above.

Lastly, the integration of Lexia into daily instructional stations supports the development of language, phonics, fluency, and comprehension by providing differentiated phonics instruction specific to student mastery.

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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.

Our school’s approach to Word Recognition instruction and assessment in grades K–5 is grounded in the Science of Reading and implemented through the HMH Into Reading curriculum. Instruction follows a Structured Literacy framework that provides explicit, systematic, and cumulative instruction in the foundational components of reading—phonological awareness, phonics, and word recognition—while using continuous assessment to inform instruction and intervention.

HMH’s literacy design reflects decades of reading research that define the Science of Reading, emphasizing that proficient reading is the result of both word recognition and language comprehension. Word recognition instruction within HMH is structured to build automaticity in decoding and sight word recognition through explicit teaching of phonological awareness, phonics, orthographic mapping, and word analysis. Lessons move from speech-to-print, helping students understand the relationship between spoken sounds and written symbols, a core Science of Reading principle. Instruction is systematic and cumulative, ensuring skills are introduced in a logical sequence, from simple to complex, and continuously reviewed for mastery.

The Structured Literacy approach is fully embedded within HMH’s instructional design. Instruction is:

- **Explicit:** Teachers directly model new phonics concepts and decoding strategies using multisensory routines such as blending, segmenting, and dictation.
- **Systematic and Sequential:** The scope and sequence progress from single phoneme–grapheme correspondences to multisyllabic word decoding, morphology, and spelling patterns.
- **Diagnostic and Responsive:** Ongoing assessments within HMH (e.g., *Growth Measure, weekly checks, decodable text reading records*) guide teachers in adapting pacing and grouping based on individual student data.
- **Cumulative:** Each lesson builds upon previously taught skills, ensuring students retain and apply word recognition knowledge as texts become more complex.

These principles ensure that all students, including those at risk for reading difficulties or dyslexia, receive instruction consistent with best practices in Structured Literacy.

HMH aligns word recognition instruction directly to the Foundational Literacy standards of the South Carolina College- and Career-Ready ELA Standards.

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Instruction includes:

- **Phonological and Phonemic Awareness (K–1):** Daily oral routines, songs, and sound manipulation tasks that build awareness of the sound structure of language.
- **Phonics and Decoding (K–3):** Systematic, explicit instruction in letter-sound correspondences, blending, word building, and encoding (spelling).
- **High-Frequency and Irregular Words:** Explicit strategies for recognizing and mapping high-frequency words using phonics-based and orthographic mapping techniques.
- **Advanced Word Study (Grades 3–5):** Instruction in morphology (prefixes, suffixes, roots), syllable division, and etymology to support decoding multisyllabic words and vocabulary growth.

HMH incorporates multiple layers of assessment to monitor word recognition development and ensure alignment with the Science of Reading:

- **Formative Assessments:** Teachers use quick phonics checks, dictation tasks, and decodable text readings to measure mastery of specific skills.
- **Progress Monitoring:** Digital dashboards and data reports provide real-time insights into student performance, supporting timely intervention.
- **Summative Assessments:** Unit and module assessments measure cumulative understanding of phonics, decoding, and word analysis patterns.

Assessment data informs targeted small-group instruction and differentiated instructional pathways, ensuring mastery for all learners.

By developing fluent and accurate word recognition through explicit, structured instruction, students gain the automaticity required for comprehension. As outlined by the Simple View of Reading, decoding (word recognition) and language comprehension combine to produce proficient reading.

At Wallace Gregg, we also implement walk-throughs, PLC's and coaching cycles as a regular means of monitoring and documenting assessment and instruction. Teachers, coaches, and administration analyze data pertinent to module assessments, LinkIT and STAR data. This practice is ongoing and updated according to need.

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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.

Our school utilizes STAR Reading and STAR Early Literacy data, along with HMH diagnostic assessments, to identify specific areas of reading need for K–5th grade students who have not yet demonstrated grade-level reading proficiency. Following the Science of Reading framework, assessment results are analyzed to determine whether each student’s primary barrier lies in word recognition (decoding, phonological awareness, phonics, or fluency) or language comprehension (vocabulary, background knowledge, and higher-order comprehension skills). Students are then placed on targeted intervention pathways aligned to their specific needs. Those requiring support in word recognition receive explicit, systematic Structured Literacy instruction focused on phonics and foundational skills, while those with language comprehension needs engage in interventions emphasizing oral language development, vocabulary, and reading comprehension strategies. Progress is monitored regularly through STAR progress monitoring, ongoing formative assessments within HMH, and intervention probe data, allowing instructional teams to adjust interventions and ensure all students make measurable growth toward grade-level reading 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.

Wallace Gregg has a comprehensive system in place to help parents understand how to support their children as readers and writers at home. We believe that family engagement is essential to literacy growth, and we intentionally provide families with the tools, information, and confidence to reinforce classroom learning. At the beginning of each school year, staff receive an overview of the HMH Into Reading curriculum and guidance on how foundational skills, vocabulary, fluency, and comprehension are taught at each grade level.

During literacy nights, parent conferences, and Title One family workshops, teachers model specific strategies that parents can use at home—such as reading aloud with their child, practicing phonics and sight words, discussing stories to build comprehension, and encouraging daily writing in journals or response notebooks.

Routinely, throughout the year, our Reading Interventionists, Literacy Coach, and MTSS team members host conferences for parents of students receiving intervention, explaining progress monitoring data (from STAR, HMH, or Linkit Growth Measures) and providing targeted strategies for supporting either word recognition or language comprehension at home.

Communication between school and families is ongoing through conferences, phone calls, and digital updates, ensuring parents understand their

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child's reading goals and how to help them reach grade-level proficiency.

This consistent, multi-layered approach empowers parents to be active partners in their child's literacy development and strengthens the home-school connection necessary for reading and writing success.

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.

Wallace Gregg uses an imperative team approach for monitoring reading achievement. Our instructional committee consists of the school counselor, the school psychologist, principal, reading coach, curriculum technology coach, behavior coach, and school librarian. Each plays a vital role in decision-making, along with the teacher. The school counselor analyzes absentee and tardy data, determining if limited attendance negatively impacts reading instructional time and support. The principal leads the team in assessing district assessment data, as well as screener data through weekly PLC data dives. The coaches collaborate and lead the M.T.S.S. process, collecting probes, monitoring goal progress, and supporting teachers in creating effective small-group instruction. The behavior coach monitors trends in escalation of behavior, determining if reading apprehension, or self-consciousness about reading, triggers behavioral outbursts that are intended (by the student) to remove the child from the obligation of reading. Finally, the school librarian manages Accelerated Reader, creating incentives for increasing Z.P.D. and for meeting A.R. goals. All members on this team work together, sharing their insights and expertise, creating a truly inclusive effort to improve student proficiency in reading.

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.

Teachers have received LETRS training, with paid coverage, throughout the school year to ensure foundational knowledge on the science of reading. Additionally, all teachers and classroom assistants have received, and will receive, refresher courses for Orton-Gillingham training. Teachers are encouraged, through guided planning sessions each week, to implement new small group materials and strategies inclusive to the current focus.

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Section G: Analysis of Data (Use above and any current data such as 2024-2025 SC Ready Scores, current STAR reports, module assessments, etc.)

| Strengths | Possibilities for Growth |
|---|---|
| <ul style="list-style-type: none">● Literary Elements● Theme● Adjusting to selecting multiple item options on digital assessing | <ul style="list-style-type: none">● More small group instruction vs. whole group instruction.● Differentiation academic needs based on current data and triangulation of data.● |

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).

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| Goals | Progress |
|---|---|
| <p><u>Goal #1 (Third Grade Goal):</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of [two school years prior] as determined by SC READY from 29 % to 20% in the spring of 2024-2025.</p> | <p>Our school demonstrated growth in several areas of literacy development, however, we did not meet our goal of reducing the percentage of students scoring in the <i>Does Not Meet Expectations</i> category on SC READY Reading. We did decrease the percentage from 29% to 23.9%. Several contributing factors impacted this outcome:</p> <ul style="list-style-type: none"> ● Foundational Skill Gaps and Learning Recovery: Many students entered the school year with persistent deficits in phonological awareness, phonics, and vocabulary development, particularly in the primary grades. Despite progress monitoring and targeted interventions, the rate of skill acquisition did not fully close the gaps necessary to reach grade-level proficiency by the end of the year. ● Inconsistent Attendance and Engagement: Chronic absenteeism continued to affect a portion of our student population. Students with inconsistent attendance missed critical instructional time and Tier II/III interventions, limiting the continuity of literacy instruction and progress. ● Tiered Intervention Implementation Variability: While MTSS structures were in place, consistency in intervention delivery and progress monitoring varied across grade levels. In some cases, intervention groups were adjusted too late in the year to yield measurable growth on the state assessment. ● Reading Comprehension and Language Gaps: Diagnostic and STAR data indicate that, although decoding improved for many students, weaknesses in background knowledge, academic vocabulary, and inferential comprehension |

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| Goals | Progress |
|--|--|
| | <p>skills limited overall reading comprehension growth—particularly among upper elementary students.</p> <ul style="list-style-type: none"> ● Family and Home-Support Challenges: Although family engagement efforts increased, not all parents had the tools or resources to effectively support reading at home. Continued efforts to build parent understanding of literacy development are needed to reinforce skills beyond the classroom. |
| <p><u>Goal #2:</u> Reduce the percentage of fourth-graders scoring Does Not Meet in the spring of 2023 as determined by SC READY ELA Assessment from 33% to 23 % in the spring of 2024.</p> | <p>Our school successfully met the goal of decreasing the percentage of students scoring in the <i>Does Not Meet Expectations</i> category on SC READY Reading. We decreased our percentage from 33% to 22.6%. Through professional learning focused on the Science of Reading, teachers deepened their understanding of explicit, systematic instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension. The use of evidence-based instructional routines led to more consistent delivery of high-quality reading instruction across classrooms. To ensure that all students received the targeted support necessary to be successful on SC READY, our school developed state testing preparation groups based on multiple sources of data. This data-driven approach allowed instructional teams to identify specific skill gaps, assign appropriate supports, and provide differentiated instruction aligned with each student’s readiness level.</p> |

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| Goals | Progress |
|---|--|
| <p><u>Goal #3:</u></p> <p>Wallace-Gregg Elementary will reduce the number of Tier 3 students from 16 students (5%) to 5 students (1%) as determined by the M.T.S.S. process by May 3, 2025.</p> | <p>Our school did not meet the goal of reducing the number of students identified for Tier 3 interventions within the MTSS framework during the current school year. Several contributing factors impacted our ability to lessen the Tier 3 load. Chronic absenteeism significantly affected student progress and intervention consistency, as many students in Tier 2 and Tier 3 missed critical instructional time and intervention sessions. Additionally, an increase in behavioral challenges created barriers to academic engagement and required additional staff attention and resources that limited the intensity and frequency of targeted academic interventions. In some cases, students did not receive sufficient duration or fidelity of intervention due to scheduling constraints, staffing shortages, and the need for ongoing professional development in evidence-based instructional practices.</p> <p>Furthermore, inconsistent Tier 1 and Tier 2 instructional supports contributed to more students remaining or being referred to Tier 3. Our data indicate that strengthening core classroom instruction and early intervention consistency is essential to reducing future Tier 3 referrals.</p> <p>Moving forward, our focus will be on improving attendance supports, behavioral intervention systems, Tier 1 instructional quality, and fidelity of Tier 2 implementation to ensure students receive timely, appropriate, and continuous support before intensive intervention is needed.</p> |

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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. Schools that do not serve third grade students may choose a different goal. Schools may continue to use the same SMART goals from previous years or choose new goals. Goals should be academically measurable. The Reflection Tool may be helpful in determining action steps to reach an academic goal. Schools are strongly encouraged to incorporate goals from the strategic plan.
- 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 | Progress |
|---|--|
| <p><u>Goal #1 (Third Grade Goal):</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of [two school years prior] as determined by SC READY from 23.9%% to 15% % in the spring of 2026.</p> <p>Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 47.8% to 50.8% in the spring of 2026.</p> | <p>Implement Targeted Small Group Instruction Use formative and benchmark assessment data to group students by specific reading skill needs. Provide daily targeted small group reading instruction focused on comprehension, vocabulary, and fluency.</p> <p>Provide Tier 2 & Tier 3 Interventions Deliver systematic interventions for students below grade level using evidence-based programs. Monitor student growth biweekly and adjust supports as needed.</p> <p>Professional Learning & Coaching Offer ongoing professional development on effective reading comprehension strategies and SC Ready item types. Provide coaching and feedback cycles focused on small group instruction and standards-based questioning.</p> |

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| Goals | Progress |
|---|---|
| | |
| <p><u>Goal #2:</u></p> <p>Increase the percentage of 4th graders scoring MEETS or EXCEEDS in ELA as measured by SC READY Assessment of State Standards test scores from 50.9% to 56% in the spring of 2026.</p> | <p>Implement Targeted Small Group Instruction Use formative and benchmark assessment data to group students by specific reading skill needs. Provide daily targeted small group reading instruction focused on comprehension, vocabulary, and fluency.</p> <p>Provide Tier 2 & Tier 3 Interventions Deliver systematic interventions for students below grade level using evidence-based programs. Monitor student growth biweekly and adjust supports as needed.</p> <p>Professional Learning & Coaching Offer ongoing professional development on effective reading comprehension strategies and SC Ready item types. Provide coaching and feedback cycles focused on small group instruction and standards-based questioning.</p> |

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| Goals | Progress |
|---|--|
| <p><u>Goal #3:</u></p> <p>Increase the percentage of 5th graders scoring MEETS or EXCEEDS in ELA as measured by SC READY Assessment of State Standards test scores from 50% to 60% in the spring of 2026.</p> | <p>Implement Targeted Small Group Instruction Use formative and benchmark assessment data to group students by specific reading skill needs. Provide daily targeted small group reading instruction focused on comprehension, vocabulary, and fluency.</p> <p>Provide Tier 2 & Tier 3 Interventions Deliver systematic interventions for students below grade level using evidence-based programs. Monitor student growth biweekly and adjust supports as needed.</p> <p>Professional Learning & Coaching Offer ongoing professional development on effective reading comprehension strategies and SC Ready item types. Provide coaching and feedback cycles focused on small group instruction and standards-based questioning.</p> |