

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2026-2027

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? 1
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 12
- How many teachers in your school are beginning Volume 1 of LETRS this year? 0
- How many teachers in your school are beginning Volume 2 of LETRS this year? 1
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? 2
- How many CERDEP PreK teachers and CERDEP Teaching Assistants 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.

Estill Elementary School uses a variety of instructional materials for grades PreK – 4th to instruct oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to aid in the comprehension of texts to meet grade level English/Language Arts standards. PreK uses Creative Curriculum and Heggerty. Kindergarten through 4th grade uses Ready Reading for oral language, fluency, vocabulary, and comprehension. Open Court green band is used for phonics instruction in Kindergarten through 3rd grade. Fourth grade uses Open Court green band for word analysis. Phonological awareness is instructed through Heggerty in PreK through 2nd grade. All HQIM are utilized to teach SCCCR ELA state standards and are implemented according to their research-based scope and sequence and that instruction is systematic and explicit.

Estill Elementary School assesses our students three times a year using i-Ready Reading. Pre Kindergarten uses myIGDIs to put every child on the path to Kindergarten readiness with researched-based indicators for early literacy. Kindergarten uses KRA to measure a child's readiness for Kindergarten by evaluating their skills in language and literacy. Embedded in our curriculum materials we utilize Ready Reading lessons and unit assessments as well as the Open Court green band weekly and unit assessments for all other grade levels.

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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.

Estill Elementary School provides instruction and assessment in foundational literacy skills for all students in PreK through 4th grade that is aligned with the science of reading and principles of structured literacy. Instruction in the word-recognition pathway includes phonological and phonemic awareness, phonics and decoding, sight word recognition, and increasingly complex word-analysis skills. Instruction is explicit, systematic, sequential, and cumulative and is provided through the school's core high-quality instructional materials.

In PreK through 2nd grade, Heggerty is used daily to provide systematic phonological and phonemic awareness instruction. Students in Kindergarten and 1st grade receive instruction in phonological awareness and phonics through Open Court Green Band. K and 1st grade students also have differentiated sight words that they work on weekly. Students in grades 2–3 receive explicit phonics instruction using Open Court Green Band, while students in 4th grade receive instruction in increasingly complex word-analysis skills through Open Court Green Band.

Assessment of foundational literacy skills is embedded within core instruction. Students in Kindergarten and 1st grade are assessed in phonological awareness and phonics through Open Court Green Band weekly and unit assessments. Sight words for K and 1 are assessed weekly and adjusted as needed. Students in grades 2–3 are assessed in phonics using Open Court Green Band weekly and unit assessments, and students in grade 4 are assessed in word analysis through Open Court Green Band weekly and unit assessments.

i-Ready Reading data are also used as a universal screening/benchmark data point to identify students who may require additional assessment and targeted instruction. Students performing below the 35th percentile are provided additional diagnostic assessments to identify specific needs within the word-recognition pathway. For phonological and phonemic awareness, 1st-grade students may be administered the Heggerty Assessment, while students in grades 2–4 may be administered the Kilpatrick Phonological Awareness Screening Test (PAST). For phonics and decoding, students are administered an appropriate phonics screener based on identified needs. Available measures include the LETRS Basic Spelling Screener, LETRS Advanced Spelling Screener, and LETRS Phonics and Word-Reading Survey.

Results from screening and diagnostic assessments are analyzed to determine each student's specific instructional needs. Based on those results, students receive targeted instruction using resources such as UFLI, the Open Court Green Band Intervention Guide, Florida Center for Reading Research resources, and i-Ready Tools for Instruction/Next Steps, as appropriate to the identified skill deficit. Targeted instruction is delivered individually or in small groups in addition to core instruction. Student progress is monitored and instruction is adjusted based on students' response to intervention.

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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.

Estill Elementary School uses universal screener data and diagnostic assessment data from i-Ready three times a year. After administration of i-Ready, students are sorted into 3 instructional tiers. In grades 1 – 4 students that score below the 35th percentile are then put through the Hampton County ELA Decision Tree process. This begins with the administration of an Oral Reading Fluency Assessment on a grade level reading passage from Dibels. If the students scores below the 50th percentile norm the student will move through the word recognition pathway. If the student is above the 50th percentile norm they will move through the language comprehension pathway.

In the word recognition pathway the student will be assessed in the areas of phonological awareness and phonics. In the PA pathway 1st grade students will be given the Heggerty assessment and 2nd -4th grade students will be given the Kilpatrick PAST assessment. The data from the Heggerty and PAST assessment is then used to inform instruction for the student. Based on the data the student will receive targeted instruction from Heggerty, Florida Center for Reading Research, or i-Ready Tools for Next Steps. In phonics students will be given at least one phonics screener. The screeners that can be utilized are the LETRS Basic Spelling Screener, LETRS Advanced Spelling Screener, or the LETRS Phonics and Word Reading survey. After the assessments are given and data is analyzed a goal is set for the student's instructional needs. Data collected from these assessments will then be paired with instructional materials from UFLI, Open Court Green Band Intervention Guide, Florida Center for Reading Research, or i-Ready Tools for Next Steps. The students will receive targeted instruction from these materials that meet their individual needs in an individual or small group setting. Students are progress monitored in the Word Recognition Pathway weekly utilizing a similar set of words from the initial assessment to track progress. Students are also given a monthly ORF progress monitoring assessment. If students meet their goal they are then moved to the next skill in the continuum. This process is repeated after the administration of iReady in the Fall, Winter, and Spring.

In the Language Comprehension Pathway an i-Ready domain analysis is completed in the Vocabulary, Comprehension Literature, and Comprehension Informational domains. A series of questions is also utilized to determine students' instructional needs. Does the student have adequate* vocabulary knowledge to comprehend text? (morphology, Tier 1 & Tier 2 words) Does the student have adequate* background knowledge to comprehend text? Does the student understand simple to complex sentence syntax for adequate* sentence comprehension? Does the student use strategies to self-monitor (rereading, mental imagery, asking questions) their understanding? Does the student have adequate* understanding of text genres (structures and features)? Does the student use higher level reasoning (inference, prediction, compare/contract, summarizing, etc.) to comprehend text? Does the student demonstrate adequate* written expression? A goal is then set for students based on their instructional needs. Instructional materials from iReady Tools for Next Steps, Florida Center For Reading Research, F&P Guided Reading Kits (utilizing grade level text) are used to meet student's needs. Students are given a progress monitoring check weekly until the goal has been met an a new goal is determined. This process is repeated after the administration of iReady in the Fall, Winter, and Spring.

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Parents/guardians of students identified as having reading difficulties are informed of assessment results, identified areas of need, intervention goals, and the targeted intervention plan. Parents are provided opportunities to collaborate with school staff regarding the student's reading plan and are updated on the student's progress toward identified goals.

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.

Estill Elementary School has a system in place to help parents and caregivers understand grade-level literacy expectations, their child's individual reading progress, and ways they can support literacy development at home. The school communicates regularly with families through assessment reports, parent conferences, school and grade-level events, home-school communication, newsletters, instructional resources, and the school and district websites.

Parents receive information about their child's reading achievement and growth throughout the school year. i-Ready Diagnostic Results Reports are shared with parents to provide information about student performance, strengths, and opportunities for growth across reading domains. Teachers use assessment results and other classroom data to communicate students' individual literacy needs, progress toward grade-level expectations, and instructional goals with families. Parent-teacher conferences provide additional opportunities for teachers and families to discuss student progress and ways to support identified areas of need at home.

Estill Elementary also provides families with practical resources and opportunities to learn strategies they can use with their children. Events such as Open House and Grade-Level Nights allow parents to visit classrooms, learn about literacy instruction and expectations, and receive guidance from teachers on supporting reading development at home. Kindergarten and first-grade students receive letter and/or word cards or books for home practice, along with communication logs that provide families with information about student performance and the next instructional goal. These materials provide families with opportunities to reinforce foundational literacy skills through brief, consistent practice at home.

Teachers and the principal also communicate literacy information and strategies through newsletters. In addition, Hampton County School District provides instructional and informational videos designed to familiarize families with instructional strategies and provide examples of ways they can support literacy learning at home. Parents can access additional information and resources through the district and school websites.

Estill Elementary's schoolwide literacy goals and grade-level literacy expectations are communicated to parents, caregivers, and community stakeholders through school communications, family events, conferences, newsletters, and digital platforms. Families are provided regular updates on their child's progress toward literacy expectations and are encouraged to collaborate with teachers and school staff to support continued reading growth.

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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.

Estill Elementary School has a schoolwide system for monitoring reading achievement and growth for all students in PreK through 4th grade. Multiple data points are used to make instructional and intervention decisions and to ensure students are progressing toward or maintaining grade-level reading proficiency. Data sources include universal screening and benchmark data, diagnostic assessments, curriculum-embedded assessments, classroom performance, intervention data, and ongoing progress-monitoring measures.

i-Ready Reading diagnostic data are analyzed following the fall, winter, and spring administrations to identify student achievement and growth and determine students requiring additional support. Students in grades 1–4 who score below the 35th percentile enter the school's intervention decision-tree process to identify specific needs within the word-recognition or language-comprehension pathway. Diagnostic and progress-monitoring data are then used to establish targeted instructional goals and determine appropriate intervention.

Students receiving intervention are monitored regularly to determine their response to instruction. Within the word-recognition pathway, skill-specific progress-monitoring measures are administered regularly to determine progress toward identified goals, and students also receive an Oral Reading Fluency (ORF) progress-monitoring assessment. Within the language-comprehension pathway, students are monitored using measures aligned to the skill and goal identified through diagnostic assessment. Tier 2 students are progress monitored with Dibels ORF monthly, and Tier 3 students are progress monitored weekly/biweekly. More frequent skill-specific monitoring may be conducted when appropriate based on individual student needs.

All students performing below benchmark receive targeted intervention daily in addition to Tier 1 core reading instruction. Intervention is provided individually or in small groups and is aligned to the student's identified area of need. Progress-monitoring data are used to determine whether the intervention is effective. When a student demonstrates mastery of an identified goal, the student moves to the next appropriate skill in the instructional continuum. When progress-monitoring data indicate inadequate growth, the intervention is adjusted or intensified based on the student's response to instruction.

Tier 2 and Tier 3 intervention plans are implemented and reviewed using ongoing progress-monitoring data. When a student demonstrates appropriate growth, the effective intervention continues until the student reaches the identified goal or grade-level proficiency. When a student demonstrates insufficient growth despite intervention, the school-level MTSS team reviews current assessment, progress-monitoring, instructional, and intervention data to determine appropriate next steps. Interventions may be intensified by adjusting the instructional focus, group size, frequency, duration, or other components based on student need. When appropriate, the MTSS team collaborates with parents and special education personnel to determine additional supports and whether further evaluation should be considered.

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The school-level MTSS team meets bi weekly to review the most current student data and make timely instructional and intervention decisions. Decisions are based on multiple sources of data rather than a single assessment measure.

Estill Elementary also maintains documentation to support continuity of instruction and intervention. PreK students have CERDEP portfolios that include work samples, assessment data, pertinent student information, and other evidence of literacy development. Students in Kindergarten through 4th grade have Individualized Reading Plan folders that include assessment results, student learning-pathway documentation, instructional goals, progress-monitoring information, and instructional next steps. These records follow students from grade level to grade level to provide continuity and support progress toward grade-level proficiency.

Students performing at or above grade level are also monitored to ensure expected reading growth is maintained or exceeded. Teachers use Tier 1 curriculum-embedded assessments, classroom performance data, and fall, winter, and spring i-Ready Reading diagnostic data to monitor achievement and growth. Results are reviewed to determine whether students continue to meet or exceed grade-level expectations and whether instructional adjustments or enrichment are needed.

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.

Estill Elementary School provides ongoing professional learning and job-embedded coaching aligned with the science of reading, structured literacy, foundational literacy skills, and research-based instructional practices to improve literacy teaching and student achievement in PreK through 4th grade. Professional learning is differentiated by grade level and teacher need and is designed to support the transfer of new learning into daily classroom instruction.

Teachers have been provided opportunities to participate in LETRS professional learning to deepen their knowledge of the science of reading and evidence-based literacy instruction. The district has also provided UFLI training for teachers in grades K–3 to strengthen teachers' knowledge and implementation of explicit, systematic foundational-skills instruction.

The Reading Coach provides ongoing, job-embedded professional development and coaching through PLCs, classroom support, modeling, collaborative planning, observation and feedback, and individualized teacher support. Areas of focus include implementation of the school's high-quality instructional materials, including Open Court Green Band and Heggerty; Anita Archer's *Next Steps for Explicit Instruction*; the LETRS explicit vocabulary routine; and implementation of the Hampton County ELA Decision Tree. Coaching supports teachers in applying science-of-reading and structured-literacy practices within classroom instruction and in using high-quality instructional materials appropriately across Tier 1 core instruction and Tier 2 and Tier 3 intervention.

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Professional learning also supports teachers in the administration and interpretation of literacy assessments. Through PLCs, data analysis, and coaching support, teachers receive assistance with administering assessments, analyzing student data, identifying specific literacy needs, writing instructional goals, selecting appropriate instructional materials and interventions, monitoring student progress, and using assessment results to determine instructional next steps. This process helps teachers connect assessment data directly to classroom instruction and intervention.

Teachers receive ongoing support in implementing the South Carolina College- and Career-Ready ELA Standards through PLCs, District Professional Development, across district collaborative planning and support from our Low Country Literacy Team. Professional learning and coaching help teachers connect the SCCCR ELA Standards with the school's HQIM and research-based literacy practices so that standards, instruction, assessment, and intervention remain aligned.

School and district instructional leaders also participate in ongoing professional learning. Estill Elementary is participating in High-Quality Instructional Materials Leadership Training, and school leaders bring new learning back to the school to support implementation. District instructional leaders meet monthly to receive professional learning and support that can be redelivered to teachers. The district also partners with the SCDE Literacy Specialist to provide ongoing support to the Reading Coach in explicit instruction, HQIM implementation, and effective literacy coaching. The Reading Coach uses this learning to provide continued professional development and job-embedded support to teachers.

School leadership, instructional leaders, and the Reading Coach work collaboratively to support and monitor implementation of new learning in classroom practice through classroom walkthroughs using HQIM rubric, observations, coaching cycles, PLC, and lesson planning sessions. Information gathered through these processes is used to determine additional professional-learning and coaching needs and to support consistent implementation of research-based literacy practices across grade levels.

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Section G: Analysis of Data

Strengths	Possibilities for Growth
• All teachers have had or currently have access to LETRS training. • Teachers are provided with high quality instructional materials (Heggerty, Ready Reading, Open Court green band) • Benchmark assessment to guide growth. • 60% of our students are scoring on grade level in the high frequency domain on i-Ready. • The reading coach supports teachers through weekly PLC's, coaching cycles, and classroom models. • Each teacher has a 30 minutes MTSS/RTI block. • The students' individualized pathways are monitored and documented by teachers and coaches. • Teacher and Principal newsletters are frequently sent home. • Open House, Grade Level Night, and Parent Conferences that allow for parents to gain tools for supporting their student outside of the classroom. • Tier 2 and 3 students in Kindergarten – 4th are participating in Phonics Bootcamp. • Hampton County Decision Tree Implementation	• Quality of Tier 1 instruction • Small Group Instruction that is targeted for student needs • Classroom environment that promotes a positive learning environment • Classroom management. • Decrease the number of students in the Tier 3 classification in grades 1st – 4th. (19% of 1st grade students, 15% of 2nd grade students, 27% of 3rd grade students, and 30% of 4th grade students are in Tier 3) • The vocabulary domain on i-ready. • Data driven instruction. • Percentage of students meeting stretch growth • Informational Text Comprehension domain on i-ready. •

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

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

Goals	Progress
<u>Previous Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in 2024-2025 as determined by SC READY from 47.4% to 57.4% in the spring of 2025-2026.	Goal was not met. In the Spring of 2025, Estill Elementary had 47.4% of our third grade students scoring meet or exceeds on the SC Ready test. Our goal was to increase the percentage of meets and exceeds to 57.4%. We were not able to reach our goal, in the Spring of 2026, Estill Elementary had 46% of students that scored Meets or Exceeds on the SC READY test.
<u>Previous Goal #2:</u> By the end of the 2025-2026 school year, the percentage of kindergarten – 4 th grade students performing on grade level in the phonics domain of i-Ready will increase from 34% to 52%.	Goal was met. At the beginning of the 2025-2026 school year, Estill Elementary had 34% of students on grade level for the phonics domain of i-Ready. Our goal was to grow and have 52% of our student scoring on grade level on the phonics domain by the end of the year. At the end of the 2025-2026 school year, Estill Elementary had 69% of students scoring on grade level in the phonics domain.

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<u>Previous Goal #3:</u> By the end of the 2025-2026 school year, EES students will increase the percentage of our students in Kindergarten – 4th grade that will meet their stretch growth in i-Ready Reading from 32% in the 2024-2025 school year to 40%.	Goal was not met. At the end of the 2024-2025 school year Estill Elementary had 32% of students reaching their stretch growth on i-Ready. Our goal was to increase that percentage to 40% by the end of the 2025-2026 school year. At the end of the 2025-2026 school year, Estill Elementary School had 26% of the students meeting their stretch growth. As we looked at this data a little deeper, we noticed that we had 13% of our students were 80%-99% to meeting their stretch growth. Within the grade level analysis, we realized that our third graders were an outlier with meeting stretch growth. Kindergarten had 30% of students meet their stretch goal, 1st grade had 33%, 2nd grade had 31%, 3rd grade had 14%, and 4th grade had 26%.
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Section I: Current SMART Goals and Action Steps Based on Analysis of Data

- All schools serving students in third grade MUST respond to the third grade reading proficiency goal. ***Note the change in language for the 3rd grade goal to align with the 2030 vision of 75% of students at or above grade level.*** Schools that do not serve third grade students may choose a different goal. Goals should be academically measurable. **All goals should align with academic growth or achievement.** Schools must provide a minimum of two goals.
- Schools are strongly encouraged to incorporate goals from the school renewal plan. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS progress monitoring, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

Goals	Action Steps
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<u>Current Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in the spring of the 2025-2026 school year as determined by SC READY from 46 % to 53 % in the spring of the 2026-2027 school year.	• EES teachers will use Ready Reading, Open Court green band, and Hampton County Decision Tree Materials for instruction. • The Reading Coach will support the teacher in lesson planning and instruction. • EES teachers will continue to attend PLC for grade level support. • Teachers will meet to monitor the MTSS process. • Teachers have a 30-minute block daily for reading intervention. • The reading coach will provide professional learning opportunities centered around data driven instruction. • Intentional small group instruction will take place with data being the driving force.
<u>Current Goal #2:</u> By the end of the 2026-2027 school year, the percentage of kindergarten – 4th grade students performing on grade level in the vocabulary domain of i-Ready will increase from 19% to 50 %.	• Implementation of LETRS Explicit Vocabulary Routines • Open Court green band PD opportunities • The Reading Coach will facilitate model lessons for teachers • I-ready reading instruction • I-Ready Instructional Grouping- Tools for Instruction • The Reading Coach will conduct targeted observations to discover trends around Open Court Instruction and Vocabulary Routines and implementation, provide feedback to teachers and utilize data to plan professional learning. • EES teachers will utilize diagnostic assessments in the area on vocabulary to target small group instruction with students.

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<u>Current Goal #3:</u>By the end of the 2026-2027 school year, the percentage of kindergarten – 4th grade students performing on grade level in the phonics domain of i-Ready will increase from 35% to 72%.	• Implementation of Hampton County Decision Tree • Open Court green band PD opportunities • The Reading Coach will facilitate model lessons for teachers • Heggerty implementation • I-ready reading instruction • The Reading Coach will conduct targeted observations to discover trends around Open Court Instruction and implementation, provide feedback to teachers and utilize data to plan professional learning. • EES teachers will utilize diagnostic assessments in the area on phonological awareness and phonics to target small group instruction with students.