

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?
3 teachers and 1 administrator have completed Volume I ONLY
- How many teachers in your school have completed Volumes 1 and 2 of LETRS?
Twenty teachers and one administrator at Cotton Belt Elementary have completed Volumes 1 and 2 of LETRS.
- How many teachers in your school are beginning Volume 1 of LETRS this year?
No teachers at CBES are beginning Volume I of LETRS this year.
- How many teachers in your school are beginning Volume 2 of LETRS this year?
3 teachers and 1 administrator are beginning Volume 2 of LETRS this year.
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS?
Two of the two CERDEP PreK teachers at Cotton Belt Elementary have completed EC LETRS.
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year?
Two of the two CERDEP PreK teacher assistants at Cotton Belt Elementary are currently in EC LETRS.

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

At Cotton Belt Elementary, a PreK–4th grade school, reading assessment and instruction are grounded in the Science of Reading and supported by high-quality instructional materials, including HMH Into Reading and Heggerty. Daily literacy instruction intentionally integrates oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to develop the skills students need to understand and engage with grade-level literary and informational texts.

These components are assessed through universal screening, diagnostic assessments, classroom assessments, and ongoing progress monitoring. Assessment data are used to identify individual student strengths and areas of need, guide differentiated core instruction, and provide targeted intervention through the school's MTSS framework. Teachers use data to determine appropriate instructional support in foundational skills, fluency, vocabulary, and language comprehension and to monitor progress toward grade-level expectations.

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This comprehensive approach ensures that students receive explicit, evidence-based literacy instruction and targeted support to strengthen reading skills, build comprehension, and meet South Carolina English/Language Arts standards.

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

At Cotton Belt Elementary, instruction emphasizes explicit, systematic development of phonemic awareness, phonics, decoding, encoding, and automatic word reading so that students develop the skills needed to read words accurately and fluently and ultimately comprehend grade-level text.

Teachers use multiple assessment measures to identify student strengths and instructional needs. The LETRS Phonics and Word Reading Fluency Assessment, along with EasyCBM Oral Reading Fluency and Word Reading Fluency Assessments, provides information about students' mastery of phonics patterns, word recognition, accuracy, and fluency. This data is used to plan differentiated instruction, provide targeted intervention, and monitor progress.

This intentional alignment of assessment, explicit foundational skills instruction, and ongoing progress monitoring ensures that students receive instruction based on their individual needs while developing the word recognition skills necessary for successful reading comprehension and achievement of grade-level standards.

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.

At Cotton Belt Elementary, universal screening and diagnostic assessment data are used to identify the specific reading needs of PreK–4th grade students who are not yet demonstrating grade-level proficiency. MAP serves as the universal screener and provides an initial picture of each student's reading performance. MAP Reading Fluency data is also used to identify students with similar skill needs and create targeted small groups, particularly to strengthen phonological awareness and phonics skills. Students who perform below established grade-level cut scores receive additional assessment to determine whether their primary area of need is word recognition or language comprehension.

Additional assessment includes EasyCBM Oral Reading Fluency and Word Reading Fluency measures, followed by diagnostic tools such as the Phonological Awareness Screening Test (PAST) and the LETRS Phonics and Word Reading Survey when foundational skill concerns are identified. These assessments provide more detailed information about students' phonological awareness, decoding, word recognition, and reading fluency skills.

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The assessment data are reviewed collaboratively to determine the most appropriate Tier 2 or Tier 3 intervention pathway. Students with identified word recognition needs receive targeted foundational skills instruction, while students demonstrating adequate word recognition but difficulty understanding text receive targeted support in language comprehension. Ongoing progress monitoring is used to evaluate student response to intervention and adjust instruction as needed. This systematic process ensures that intervention and small-group instruction are targeted to each student's identified needs and aligned with grade-level reading expectations.

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.

Cotton Belt Elementary has a family-centered system in place to help parents understand how they can support their child's development as a reader and writer at home. Teachers partner with families through parent-teacher conferences, MTSS meetings, and ongoing communication to share information about student progress and provide practical strategies that address individual literacy needs. Parents are included in the MTSS process so they understand their child's areas of need and can reinforce targeted skills at home.

The school also provides opportunities such as Kindergarten Readiness Night, First Grade Readiness Night, and Literacy Night, where families receive hands-on guidance and resources for supporting foundational reading, writing, and language skills. Teachers and the school communicate regularly through ParentSquare, classroom newsletters, school-wide newsletters, and report card comments, providing literacy tips, updates, and specific suggestions for home practice.

Families are also provided guidance on digital resources such as Amira and Exact Path, which allow students to practice literacy skills at home. Through these ongoing communication, education, and partnership opportunities, Cotton Belt Elementary ensures that families are informed and equipped to actively support their child's reading and writing development.

Section E: Document how the school provides for the monitoring of reading achievement and growth at the classroom and school level with decisions about PreK-5th grade intervention based on all available data to ensure grade-level proficiency in reading.

At Cotton Belt Elementary, reading achievement and growth are monitored at both the classroom and school levels through a systematic review of multiple sources of data. Teachers regularly analyze common classroom assessments, universal screening results, diagnostic assessments, and progress monitoring data to evaluate student performance, identify areas of need, and determine the effectiveness of core instruction.

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The school follows an established MTSS process and progress-monitoring calendar for students receiving Tier 2 and Tier 3 interventions. Student data is reviewed at designated intervals to determine whether students are making adequate progress and whether intervention should be continued, adjusted, intensified, or discontinued. Students may move in and out of intervention groups based on their response to instruction and current needs.

As a Leader in Me school, Cotton Belt Elementary also empowers students to take ownership of their learning. Students and classrooms set academic goals throughout the year, monitor their progress, and reflect on their growth. Teachers use these goals alongside assessment data to help students understand their strengths and identify areas for continued growth.

By considering all available data and involving teachers, interventionists, students, and families in the process, the school makes informed instructional and intervention decisions designed to support every student in achieving grade-level reading proficiency.

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.

Cotton Belt Elementary is committed to providing ongoing professional learning that prepares all educators to deliver literacy instruction grounded in the Science of Reading, structured literacy, and foundational literacy practices. Professional learning includes PreK, general education, special education, intervention, and administrative staff to ensure a consistent approach to literacy instruction across the school.

All staff members have either completed LETRS Volume 1 and Volume 2 or are actively participating in LETRS training. Our Literacy Coach is also a certified LETRS facilitator, providing additional capacity for school-based professional learning and support.

Teachers participate in weekly Professional Learning Community (PLC) planning focused on student data, assessment, instructional practices, and strategies for addressing student literacy needs. The Literacy Coach, district instructional design team, and administration provide guidance, resources, and support during this collaborative work.

To maintain alignment with current literacy research and state initiatives, the Literacy Coach also participates in monthly meetings with the SCDOE Area Literacy Specialist and shares relevant learning and resources with staff. This ongoing, collaborative professional development supports teachers in providing explicit, evidence-based literacy instruction and responding effectively to the diverse needs of all learners.

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Section G: Analysis of Data

Strengths	Possibilities for Growth
• ELA Does Not Meet fell from 35.1% in 2024 to 16.3% in 2026 on SC READY, an 18.8 point reduction. • In 3rd Grade ELA, a total of 52.9% met or exceeded expectations, including 23.5% who exceeded expectations. • In 4th Grade ELA, only 14.1% did not meet expectations, while another 40% approached expectations – representing a significant shift of students out of the Does Not Meet category.	• Move Approaching students to Meets through teaching and learning teams. Identify students by standard, analyze student work, deliver short cycle reteaching, and monitor movement into proficiency. • Strengthen instructional focus by establishing measurable priorities in ELA, clarifying Tier 1 expectations, protecting collaboration time, and monitoring implementation through observation and feedback.

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

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- 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
Increase the percentage of third graders scoring Meets and Exceeds in the Spring of 2025 as determined by SC READY from 47.5% to 53.5% in the Spring of 2026.	This goal was not met; however, we did increase the percentage of third graders scoring Meets and Exceeds in the Spring of 2025 as determined by SC READY from 47.5% to 49.3% in the Spring of 2026.
<u>Previous Goal #2:</u> Increase the percent of students in K-4 th grade scoring above the 40 th percentile on MAP from 64% in Spring of 2025 to 70% in Spring of 2026.	We did not meet this goal. The percent of students in K-4 th grade scoring above the 40 th percentile on MAP in Spring of 2025 was 63%.
<u>Previous Goal #3:</u>	

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

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choose a different goal. Goals should be academically measurable. **All goals should align with academic growth or achievement.** Schools must provide a minimum of two goals.

- Schools are strongly encouraged to incorporate goals from the school renewal plan. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS progress monitoring, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

Goals	Action Steps
<u>Current Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 49.3% to 59% in the spring of 2027.	- Teachers will work in collaborative teams to plan common assessments, teach, assess, and remediate as needed toward grade-level reading goals. - Teachers work together to plan intervention small groups based on remediation skills identified through MAP data, diagnostic screener data and formative assessments. - Tier 2 and Tier 3 interventions will be identified for students on the R2S list. - Routine progress monitoring
<u>Current Goal #2:</u> Increase the percent of students in K-4 th grade scoring above the 40 th percentile on MAP from 63% in Spring of 2026 to 68% in Spring of 2027.	- Teachers will work in collaborative teams to plan common assessments, teach, assess, and remediate as needed toward grade-level reading goals. - Teachers work together to plan intervention in small groups based on remediation skills identified through MAP data, diagnostic screener data and formative assessments. - Tier 2 and Tier 3 interventions will be identified for students on the R2S list. - Routine progress monitoring

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<u>Current Goal #3:</u>	
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