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? 10
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 17 Teachers, 3 Administrators & 2 Coaches
- 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? 10
- 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.

Reading Assessment:
We administer iReady Inform as our universal screener to all students K-5 BOY, MOY and EOY. We administer SAVVAS My View Literacy unit tests every 6 weeks to students in grades K-5. We progress monitor students receiving Tier 1 Intervention through iReady My Path, Tier 2 intervention through Fastbridge every two weeks, and students receiving Tier 3a are monitored weekly. We administer the LETRS Spelling Screener to all K-5 students quarterly, and PAST on an as needed basis. PreK uses district created assessments to monitor their students' progress. They also administer the GOLD assessment virtually.

Reading Instruction: We implement SAVVAS My View Literacy curriculum daily with all students in grades K-5. SAVVAS My View Literacy is a science of reading curriculum that systematically addresses phonological awareness, phonics, fluency, vocabulary and comprehension. SAVVAS My View Literacy provides explicit and systematic instruction in the foundational skills of reading. We additionally have been supplementing SAVVAS with Heggerty in K-1 and UFLI in K-2, as a need for more direct instruction in phonological awareness and phonics. School-wide, we utilize iReady MyPath adaptive lessons for a minimum of 30 minutes a week for Tier 1 intervention. Teachers also have access to iReady resources for small group instruction. PreK uses Frog Street curriculum to instruct all areas of reading.

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.

Word Recognition Assessment: We administer SAVVAS My View Literacy assessments weekly to all students in grades 3-5. Students in grades K-2 are assessed with UFLI. All students K-5 are also assessed quarterly with the LETRS Spelling Screener.

Word Recognition Instruction: All students K-5 receive daily instruction on word recognition skills through SAVVAS My View Literacy. K-2 students also receive instruction through UFLI.

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 uses iReady Inform data to determine the needs of students. We analyze the students not demonstrating proficiency and group students according to their greatest areas of need. Students that fall below a cut score are given additional screeners (FastBridge, iReady) to target specific skills during intervention. We serve those students in Tier 1B, Tier 2 and Tier 3a Reading Intervention. We implement instruction based on the Screening to Intervention plan generated by FastBridge as a result of the screener.

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.

Parents of students in grades K-5 receive a weekly newsletter containing information about current reading instructions, success criteria and suggestions for supporting their children at home. Students that score below the cut score on iReady Inform receive an Individual Reading Plan, which includes things families can do at home to help their child. Students in grades K-5 receiving Tier 2 RTI services receive phone calls and/or written communication about their child's reading progress and specific suggestions of how to support their readers at home. Parents of students in grade K-5 receiving Tier 3a support have regular updates from the Reading Interventionist to coordinate home and school reading strategy support. We hold Literacy Night annually and we provide parents with ways to support literacy growth at home.

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

We monitor reading achievement and growth using iReady, FastBridge, and SAVVAS My View literacy data. We make decisions about intervention services based on the data from these three sources. We have four full time Reading Interventionists who progress monitor students to make ongoing instructional decisions. Our multi-tier system of support (MTSS) meets bi-monthly to analyze needs/make support decisions for students not demonstrating 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.

We meet weekly with teachers on Wednesdays to have grade level PLCs, deep data dives from our BOY, MOY and EOY iReady assessments and coaches updates/training on our curriculum resources and district scope and sequences. Additionally, we will have

iReady training provided 4 times this school year for all certified teachers who are given this assessment to their students. K-2 teachers will have multiple sessions with the Reading Coach to learn and discuss implementation of UFLI and Heggerty.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• The percentage of students in 3rd grade who Met/Exceeded expectations increased from 52.2% in 2025 to 54% in 2026. • The percentage of students in 4th grade who Met / Exceeded expectations increased from 49.4 in 2025 to 51.5% in 2026 • The percentage of students in 5th grade who scored DNM decreased from 35.3% in 2025 to 29.3% in 2026. • The percentage of students who scored a 0 / 1 on TDW decreased from 47% in 2025 to 24% in 2026. • The percentage of students who scored a 3 on TDW increased from 16.2% in 2025 to 28% in 2026. • MCG Growth in Reading on NWEA MAP was 59	• The percentage of students who scored DNM on SCReady ELA increased from 23.8% 2025 to 27.7% in 2026. • 76% of students scored a 2 or 3 on the TDW; this is a large group we can increase instruction and performance. • 24.4% of our current 4th and 5th grade students scored DNM on SCReady in 2025.

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

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

Goals	Progress
Previous Goal #1 (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of 2025 as determined by SC READY from 16.4 % to 16 % in the spring of 2026.	Unfortunately the number of students scoring DNM increased from 16.4% in 2025 to 22.2% in 2026. We felt this was a lofty goal, as only having 16.4% of students scoring DNM was traditionally low for DFES. The number of students scoring Meets or Exceeding decreased from 52.3% in 2025 to 50.8% in 2026.
Previous Goal #2: Students in grades 2-5 will have a (Fall to Spring) Median Conditional Growth Percentile of 60 or above on MAP Growth Reading by 2027.	Median conditional growth for students in grades 2-5 (Fall to Spring) was 59, just one point away from our goal of 60.
Previous Goal #3:Students served in reading intervention 1-5 will have a (Fall to Spring) Median Conditional Percentile of 60 or above on MAP Growth Reading by Spring 2027.	The (Fall to Spring) Median Conditional Growth Percentile for students served in reading intervention was 65; surpassing our goal of 60.

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
Current Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 50.8 % to 55 % in the spring of 2027.	• Regrouping of students across the grade level, at minimum three days a week to target instructional needs during daily intervention times. • Early Release Days - repurposed as school-wide intervention days for ELA and Mathematics. • Consistent use of MyPath and iReady resources for instructional grouping and individualized instruction. • Deliberate and intentional teaching of the writing process • Bi-Monthly PLC meetings with teachers to analyze data and meet the instructional needs of students. • Increase usage of Heggerty and UFli in K-2 • Monthly Sessions with Reading Coach • Extended Planning Sessions • Continued Study of LETRS • Continued professional development in data informed instruction and small group implementation.
Current Goal #2: The number of students scoring Does Not Meet on SCReady will decrease from 27.7% (2026) to 22% (2027).	• Regrouping of students across the grade level, at minimum three days a week to target instructional needs during daily intervention times. • Early Release Days - repurposed as school-wide intervention days for ELA and Mathematics. • Consistent use of MyPath and iReady resources for instructional grouping and individualized instruction. • Deliberate and intentional teaching of the writing process • Bi-Monthly PLC meetings with teachers to analyze data and meet the instructional needs of students. • Increase usage of Heggerty and UFli in K-2

	• Monthly Sessions with Reading Coach • Extended Planning Sessions • Continued Study of LETRS • Continued professional development in data informed instruction and small group implementation.
Current Goal #3: 80% of students will meet their typical growth goal on IReady inform in ELA and/or Math; with at least 70% meeting their goal for ELA alone. (67% of students met their growth target NWEA MAP Reading from Fall 2025 to Spring 2026)	• Regrouping of students across the grade level, at minimum three days a week to target instructional needs during daily intervention times. • Early Release Days - repurposed as school-wide intervention days for ELA and Mathematics. • Consistent use of MyPath and iReady resources for instructional grouping and individualized instruction. • Deliberate and intentional teaching of the writing process • Bi-Monthly PLC meetings with teachers to analyze data and meet the instructional needs of students. • Increase usage of Heggerty and UFli in K-2 • Monthly Sessions with Reading Coach • Extended Planning Sessions • Continued Study of LETRS • Continued professional development in data informed instruction and small group implementation.