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? 9
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 21
- How many teachers in your school are beginning Volume 1 of LETRS this year? 1
- How many teachers in your school are beginning Volume 2 of LETRS this year? 9
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? 0
- 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.

In grades 1-5, Irmo Elementary utilizes i-Ready©, which significantly supports instruction that helps students meet South Carolina's College and Career Ready ELA grade-level standards. This assessment adapts to each student's performance, allowing our teachers to obtain a personalized learning profile that identifies areas where students excel and need additional support. i-Ready© includes a focus on vocabulary development, providing teachers with information about students' strengths and weaknesses in understanding and using academic and content-area vocabulary. This data allows for differentiated vocabulary instruction, meeting individual needs and promoting deeper comprehension of texts. i-Ready© provides detailed reports on comprehension skills by assessing students' ability to understand texts at various levels of complexity. This data informs instruction, enabling teachers to focus on comprehension strategies and text types that align with South Carolina's ELA standards.

At Irmo Elementary School, we use several district-wide assessments. Teachers assess all general education students in grades K-5 with the Savvas© myView Literacy Unit Tests, designed to assess a wide range of reading and language skills that align with grade-level English/Language Arts (ELA) standards. These assessments help teachers evaluate students' performance in key literacy components—oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension—and provide targeted instruction to ensure all students at Irmo develop the skills they need to meet grade-level expectations.

Oral Language

- **Assessment Focus:** myView Unit Tests assess oral language development through speaking and listening components that require students to engage in discussions, explain their thinking, respond to questions, and interpret and communicate information presented orally. Teachers also gather evidence of students' receptive and expressive language development through classroom discussions, collaborative conversations, and responses to texts.
- **Instructional Support:** Assessment data and classroom observations help teachers identify students who need additional support understanding spoken language, expressing and elaborating on ideas, using academic vocabulary, or participating in collaborative discussions. Teachers provide targeted opportunities for students to listen, discuss, explain, retell, and respond to texts while modeling and scaffolding increasingly complex language. These experiences strengthen students' vocabulary, background knowledge, and understanding of language structures, supporting their ability to comprehend and discuss increasingly complex grade-level texts and meet ELA speaking, listening, and comprehension standards.

Phonological Awareness

- **Assessment Focus:** For grades K-1, Heggerty is used as the primary phonemic awareness curriculum. Heggerty assesses phonemic awareness primarily through oral, teacher-administered tasks. myView Unit Tests assess phonological awareness by evaluating students' ability to recognize and manipulate sounds in words, such as identifying syllables, rhymes, and phonemes.
- **Instructional Support**: Heggerty assessment data can be used to identify specific areas of strength and need in students' phonological awareness development. Based on these results, teachers can provide additional practice and targeted instruction in skills such as rhyming, sound isolation, blending, segmenting, deleting, and substituting sounds. Teachers can use Heggerty's instructional routines to revisit skills and provide additional modeling, guided practice, and opportunities for students to respond orally. Assessment data can be used by teachers to implement targeted activities, such as sound segmentation or blending exercises, to support students who struggle to recognize sounds. This data can also be used for targeted, small-group instruction designed to explicitly and systematically address gaps in phonological awareness knowledge using intervention material found in myView, such as the Reading Routines or myFocus Intervention. The Reading Routines Companion is grounded in explicit instruction and follows a systematic scope and sequence for foundational reading skills. The myFocus Intervention contains targeted yet flexible lessons that specifically support the skills and strategies learned during students' core lessons. Both of these companions are grounded in the science of reading research. Strengthening phonological awareness is critical for early reading development and lays the foundation for phonics instruction.

Phonics

- **Assessment Focus**: Students' phonics development is assessed through measures of their knowledge and application of letter-sound correspondences and the alphabetic principle. In the primary grades, UFLI Foundations provides ongoing opportunities to assess students' recognition of grapheme-phoneme correspondences and their ability to apply taught patterns when decoding and encoding words. Assessment includes both previously taught and newly introduced skills so teachers can determine whether students are developing accurate and increasingly automatic word-reading and spelling skills. Additional schoolwide screening and diagnostic data are used as appropriate to identify students who may need further support with foundational reading skills.
- **Instructional Support:** Assessment data are used to identify specific phonics skills that have been mastered and those requiring additional instruction or practice. During core instruction, teachers provide explicit and systematic instruction in letter-sound relationships, blending, decoding, encoding, and increasingly complex spelling patterns. Students who demonstrate difficulty receive additional modeling, guided practice, cumulative review, and targeted small-group instruction based on identified needs. UFLI Foundations and intervention resources within myView provide teachers with opportunities to reinforce and intensify instruction while maintaining an explicit and systematic progression of skills. Phonics instruction supports students in developing accurate and increasingly automatic word recognition. As students expend less cognitive effort decoding individual words, they are better able to devote attention to the language, ideas, and meaning of increasingly complex texts. Phonics therefore works in conjunction with oral language, fluency, vocabulary, and comprehension instruction to support students in meeting grade-level English/Language Arts standards.

Fluency

- **Assessment Focus:** Fluency is assessed through myView and additional classroom-based measures that examine students' accuracy, rate, and expression when reading connected text. Oral reading passages provide opportunities to evaluate students' ability to read accurately and automatically, maintain an appropriate pace, and use phrasing and expression that reflect an understanding of the text. In the primary grades, UFLI Foundations also provides opportunities to monitor students' developing automaticity with letter-sound correspondences, word reading, and connected text, helping teachers identify foundational skill needs that may affect fluent reading.
- **Instructional Support:** Teachers use fluency assessment data to determine whether students' difficulties are related to accuracy and decoding, automatic word recognition, rate, phrasing and expression, or a combination of these areas. Instruction may include teacher modeling of fluent reading, guided oral reading, repeated reading, phrase-cued reading, and supported practice with appropriately

challenging connected text. In the primary grades, UFLI Foundations provides cumulative practice designed to build accurate and increasingly automatic word recognition, while Heggerty strengthens the phonemic awareness skills that support efficient decoding and word recognition. Students requiring additional support may receive targeted small-group instruction using myView resources, including the Reading Routines Companion and myFocus Intervention.

Vocabulary

- **Assessment Focus:** myView Unit tests assess students' understanding and application of vocabulary taught within and across texts. Assessments examine students' knowledge of word meanings and usage, academic and domain-specific vocabulary, use of context to determine meaning, relationships among words, and morphology, including roots, prefixes, and suffixes. i-Ready Reading provides an additional measure of students' vocabulary development and helps teachers identify patterns of strength and need that require additional instruction or enrichment. Teachers also gather ongoing information about students' vocabulary knowledge through classroom discussions, reading, and written responses.
- **Instructional Support:** Teachers use vocabulary assessment data to provide explicit instruction based on individual and group needs. Instruction includes directly teaching high-utility academic and domain-specific words, exploring multiple meanings and relationships among words, teaching morphology and other word-learning strategies, and providing repeated opportunities for students to encounter and use new vocabulary through reading, writing, speaking, and listening. Teachers also foster word consciousness by encouraging students to notice, investigate, discuss, and develop curiosity about unfamiliar and interesting words. i-Ready instructional data and myView resources can be used to identify areas requiring additional support and provide targeted small-group instruction.

Vocabulary knowledge contributes directly to reading comprehension because students must understand the meanings and relationships of words to construct meaning from increasingly complex texts. Developing rich and flexible word knowledge across the curriculum supports students in comprehending, discussing, and writing about grade-level texts and meeting ELA standards.

Comprehension

- **Assessment Focus:** Comprehension is central to myView Unit Tests and i-Ready Reading assessments, which measure students' ability to understand, interpret, and analyze literary and informational texts. These assessments provide data about students' ability to determine main ideas and themes, summarize information, make inferences, identify and use text structures and features, compare and integrate ideas, analyze authors' choices, and support responses with evidence from text. Classroom discussions, written responses, and students' work with increasingly complex texts provide additional evidence of how effectively students construct and communicate meaning from what they read.
- **Instructional Support:** Teachers use comprehension assessment data to identify patterns of strength and need and determine the instructional support students require. Instruction may include building relevant background and content knowledge, developing vocabulary and language, explicitly modeling comprehension processes, asking and answering text-dependent questions, making inferences, summarizing and synthesizing information, examining text structures, and supporting students in discussing and writing about their understanding of texts. Students are provided with scaffolded opportunities to engage with increasingly complex grade-level texts rather than having access to rich content limited by their independent reading level.

For students requiring additional support, teachers use assessment data to plan targeted small-group instruction and provide appropriate scaffolds while maintaining a focus on meaning and grade-level learning. myView resources, including the Reading Routines Companion and myFocus Intervention, provide targeted lessons addressing areas such as building background knowledge, asking and answering questions, identifying main ideas and supporting details, and developing other comprehension processes. i-Ready diagnostic and instructional data provide additional information teachers can use to identify areas of need, group students flexibly, and plan differentiated support or enrichment.

Alignment with Grade-Level ELA Standards

- **Standards-Based Assessment:** myView Unit Tests, i-Ready Reading assessments, and additional curriculum-based and foundational skills assessments are used together to monitor students' progress toward grade-level ELA standards. Because no single assessment captures every dimension of reading development, multiple sources of data are considered to provide a more comprehensive understanding of students' strengths and needs across oral language, phonological awareness, phonics and word recognition, fluency, vocabulary, and comprehension. These assessments provide information about both foundational reading development and students' ability to understand, analyze, discuss, and respond to increasingly complex texts.

- **Instructional Planning:** Teachers use assessment data to plan and adjust instruction while maintaining grade-level ELA standards as the instructional goal for all students. Data is used to identify areas of strength and need, form flexible instructional groups, provide targeted intervention, adjust scaffolds and instructional intensity, and offer enrichment when appropriate. Students who require additional support receive explicit and targeted instruction in identified areas of need while continuing to participate in grade-level literacy experiences and engage with grade-level content, language, and texts.

Through this ongoing cycle of assessment, instruction, and progress monitoring, teachers are able to respond to individual student needs without losing sight of grade-level expectations. The integration of foundational skills, language development, vocabulary, fluency, knowledge building, and comprehension supports students in becoming increasingly independent readers who can comprehend, analyze, and communicate about the complex texts required by grade-level ELA 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.

Science of Reading Alignment

- **Research-Based Assessment:** Word-recognition assessment is aligned with the science of reading by examining the foundational skills that contribute to accurate and automatic word reading rather than relying on a single measure of reading performance. i-Ready, FastBridge©, Heggerty, UFLI Foundations, and curriculum-based assessments provide information about students' development in areas such as phonological and phonemic awareness, letter-sound knowledge, phoneme-grapheme correspondences, decoding, encoding, word-reading accuracy, and automaticity. Using multiple measures allows teachers to identify specific strengths and gaps in the skills underlying word recognition and connect assessment results directly to instruction.
- **Phonological and Phonemic Awareness:** Heggerty assessments and instructional routines address students' awareness of the sound structure of spoken language, including isolating, blending, segmenting, adding, deleting, and substituting sounds. Assessment of these skills helps teachers determine whether students have the phonemic awareness needed to connect speech sounds with print. Instruction is explicit and systematic, with teacher modeling, guided practice, corrective feedback, and opportunities for repeated practice. As students develop alphabet knowledge, phonemic awareness is increasingly connected to graphemes through phonics instruction.

- **Phonics, Decoding, and Encoding:** UFLI Foundations aligns assessment and instruction around a systematic and cumulative progression of phoneme-grapheme correspondences and increasingly complex word structures. Students are assessed on their knowledge of taught correspondences and their ability to apply the alphabetic principle when decoding and encoding words. Instruction explicitly teaches these relationships and provides cumulative practice in blending, word reading, spelling, and connected-text reading. Assessment data help teachers determine which correspondences and word-reading patterns have been mastered and which require additional explicit instruction and practice.
- **Development of Automatic Word Recognition:** Assessment and instruction emphasize the development of accurate and increasingly automatic word recognition. Students are taught to attend to the internal structure of words and apply their knowledge of phoneme-grapheme relationships when reading unfamiliar words rather than relying primarily on pictures, context, or memorization of words as visual wholes. Through explicit instruction, decoding and encoding practice, and repeated successful encounters with written words, students build the connections necessary for increasingly automatic recognition of familiar words.
- **Diagnostic and Responsive Instruction:** Assessment information from i-Ready, FastBridge©, Heggerty, UFLI Foundations, and classroom performance is used to make instructional decisions. Teachers use patterns in student performance to determine the specific foundational skills requiring additional instruction and adjust modeling, scaffolding, pacing, practice, grouping, and instructional intensity accordingly. This reflects a central feature of structured literacy: instruction is systematic and cumulative while also being responsive to students' demonstrated needs.
- **Structured Literacy Alignment:** Word-recognition instruction is explicit, systematic, sequential, cumulative, and diagnostic. Students are directly taught how spoken sounds relate to written symbols and how those relationships can be applied to decode and encode increasingly complex words. Foundational skills are taught in an intentional progression, previously learned skills are continually reviewed and integrated with new learning, and assessment data are used to guide instructional decisions. Together, these practices support students in developing the accurate and automatic word recognition necessary for fluent reading and comprehension.

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.

Use of Universal Screening and Diagnostic Assessment Data

- **Universal Screening:** i-Ready Reading serves as the schoolwide universal screener for students in grades K–5. Universal screening data are reviewed along with classroom performance, curriculum-based assessments, and other available reading data to identify students who are not demonstrating expected grade-level reading proficiency. Rather than using a single score to determine intervention, the MTSS team examines patterns across multiple sources of data to determine whether additional assessment is needed and to better understand the nature of a student's reading difficulty.
- **Diagnostic Assessment:** Students identified as needing additional reading support are administered targeted FastBridge© assessments to gather more specific information about the skills contributing to their reading performance. Diagnostic data help the team move beyond identifying that a student is experiencing difficulty to determining where the difficulty is occurring. Depending on the student's needs, additional assessment may examine phonemic awareness, phonics and decoding, word-reading accuracy and automaticity, oral reading fluency, vocabulary, and comprehension. Heggerty, UFLI Foundations, text-level assessments, curriculum-based measures, and classroom performance provide additional information when needed.
- **Determining an Intervention Pathway:** The MTSS team uses the combined assessment data to determine whether a student's primary instructional needs are related to word recognition, language comprehension, or a combination of both. Students demonstrating weaknesses in phonemic awareness, phoneme-grapheme correspondence, decoding, encoding, or automatic word recognition receive intervention targeting the specific foundational skills identified through assessment. Students whose word recognition is relatively secure but who demonstrate difficulty understanding text may receive intervention emphasizing areas of language comprehension, such as oral language, vocabulary, background knowledge, understanding complex language and syntax, inferencing, and comprehension. When assessment indicates needs in both areas, intervention addresses both components based on the student's individual profile.
- **Targeted Intervention and Goal Setting:** Diagnostic data are used to establish specific, measurable instructional goals and select intervention that directly addresses identified skill needs. Word-recognition intervention may draw from UFLI Foundations and other explicit, systematic foundational-skills resources (e.g., Reading Simplified), while language-comprehension intervention may incorporate

targeted myView resources, including the Reading Routines Companion and myFocus Intervention. Intervention groups are formed according to demonstrated instructional needs rather than solely by overall reading level or assessment score.

- **Progress Monitoring and Instructional Response:** Students receiving intervention are progress monitored to determine their response to targeted instruction. Teachers, interventionists, and the MTSS team review progress-monitoring data to determine whether students are making adequate growth toward established goals. When progress is insufficient, the team may adjust the instructional focus, grouping, intensity, frequency, duration, or level of support and use additional diagnostic information as needed. This creates an ongoing cycle of screening, diagnosis, targeted instruction, progress monitoring, and instructional adjustment.

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.

Family Support for Reading and Writing

The school uses multiple forms of communication and family engagement to help parents understand their child's literacy development and provide meaningful support for reading and writing at home.

- **Communication of Assessment Results:** Families receive ongoing information about their child's reading and writing development throughout the school year. Following benchmark assessments, i-Ready Family Reports provide information about students' performance, including areas of strength and need. Interim reports, report cards, classroom assessments, and teacher communication provide additional information about students' progress toward grade-level expectations.
    - The school provides multiple opportunities to help families understand assessment results and literacy expectations. Parent Curriculum Nights provide information about Act 114, district curriculum and expectations, and ways families can support literacy development at home. In grades K–2, families receive success criteria for subject-area learning targets to help them understand what students are expected to know and be able to do. At all grade levels, quarterly grade-level ELA proficiency expectations are provided with report cards. These resources help parents and caregivers understand state and district literacy expectations and consider their child's progress in relation to grade-level expectations.
    - Teachers maintain ongoing communication with families through weekly newsletters that describe the current focus of teaching and learning. When assessment data indicate that a student requires additional reading support, families receive more individualized information about the student's identified areas of need (Individualized Reading Plans), instructional goals, and intervention services.

For third-grade students who score Does Not Meet on the fall i-Ready assessment, beginning-of-the-year parent conferences are scheduled to review the student's Individual Reading Plan (IRP), discuss assessment results and instructional goals, and identify specific ways families can support the student's reading development at home.

Together, these communication structures provide families with both a broad understanding of grade-level literacy expectations and individualized information about their child's development as a reader and writer. Teachers use assessment and classroom performance data to provide families with specific, developmentally appropriate recommendations for supporting literacy 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.

Continuous Monitoring and Support

- **Progress Monitoring:** Irmo uses a multi-measure system to monitor reading achievement and growth throughout the school year. i-Ready Reading is administered as the universal screener during designated benchmark periods in fall, winter, and spring to measure students' reading performance and growth toward grade-level expectations. Students identified as potentially needing additional reading support receive further assessment, including targeted FastBridge© measures, to identify specific areas of need and establish appropriate instructional goals. Curriculum-based assessments, oral reading assessments, Heggerty and UFLI Foundations assessments, classroom performance, and teacher observations provide additional evidence of student progress. Teachers may also bring concerns about students who are not identified through universal screening to weekly MTSS meetings for further review and support.
- **School-Level Data Review:** The reading intervention team, literacy coach, classroom teachers, and administration review multiple sources of reading data to identify students requiring additional support and monitor their progress toward grade-level proficiency. i-Ready performance and growth data are considered alongside FastBridge© results, foundational-skills assessments, oral reading performance, curriculum-based assessments, and classroom observations. When necessary, additional assessments are administered to confirm or further investigate an identified area of need. Using multiple measures helps ensure that intervention decisions reflect a comprehensive picture of a student's reading development rather than performance on a single assessment.

- **Intervention and Progress-Monitoring Pathways:** Students receive different levels of support based on the intensity of their demonstrated needs and their response to instruction.
    - **Watchlist:** Students whose assessment and classroom data indicate that they are approaching, but have not consistently demonstrated, grade-level proficiency receive additional support within Tier 1 instruction. These students are progress monitored monthly to determine whether they are making adequate progress or require additional intervention.
    - **Tier 2:** Students whose multiple sources of data demonstrate a need for targeted reading intervention receive an additional 30 minutes of reading support outside of core classroom instruction. FastBridge©, Reading Simplified, and other diagnostic information are used to establish specific instructional goals, and progress-monitoring measures are selected to align with the skills being addressed. Progress is monitored regularly to determine students' response to intervention.
    - **Tier 3a:** Students demonstrating significant or persistent reading difficulties receive more intensive reading intervention in addition to core classroom instruction. Instruction is provided individually or in a very small group and is targeted to specific identified reading needs. Progress is monitored frequently using measures aligned with students' instructional goals to determine their response to intensified support.
- **Collaborative Data-Based Decision Making:** Student progress is reviewed regularly by the MTSS team, including reading interventionists, the literacy coach, school psychologist, administration, and other appropriate staff. Intervention data are formally reviewed at least every two weeks during RtI/MTSS PLC meetings. Teams examine all available data, including the student's current level of performance, rate of growth, classroom performance, and progress toward established goals. These data are used to determine whether intervention should be continued or whether adjustments are needed in instructional focus, grouping, frequency, duration, or intensity. Additional diagnostic assessment may be conducted when the available data do not adequately explain a student's difficulty.
- **Outcome Focus:** The purpose of the progress-monitoring system is to ensure that students receiving additional support are demonstrating meaningful growth toward grade-level reading proficiency. Students who demonstrate consistent progress continue to be monitored to ensure that growth is sustained. When progress is insufficient, the team examines the available data and adjusts instruction or conducts additional assessment to determine the appropriate next steps. As students meet established goals and demonstrate sufficient progress toward grade-level expectations, the intensity of support may be reduced or students may transition out of intervention while their progress continues to be monitored.

At the school level, aggregated assessment and intervention data are also used to examine patterns across grade levels, classrooms, and student groups. These data help school leadership and the MTSS team evaluate the effectiveness of core instruction and intervention, identify areas requiring additional instructional attention, and allocate resources to support the goal of grade-level reading proficiency for all students.

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.

Teacher Training and Professional Learning

Irmo provides ongoing professional learning to strengthen teachers' knowledge and implementation of evidence-based literacy instruction. Professional learning is grounded in the science of reading, structured literacy, and foundational literacy skills and includes formal training, curriculum-specific professional development, collaborative learning, and job-embedded coaching. This approach supports teachers, interventionists, coaches, and administrators in translating research about reading development into effective classroom instruction.

Lexia LETRS© Professional Learning

- Lexia LETRS© professional learning provides educators with a research-based understanding of reading development and effective literacy instruction. Through LETRS, participants deepen their knowledge of oral language, phonological and phonemic awareness, phonics, word recognition, fluency, vocabulary, comprehension, and the relationship between word recognition and language comprehension.
- The district's multi-year implementation of LETRS© has provided professional learning across grade levels and instructional roles, including classroom teachers, special education teachers, multilingual learner teachers, coaches, and administrators. This expanded participation supports vertical alignment and provides educators across the school with a shared understanding and vocabulary for discussing reading development, assessment, and instruction.
- LETRS learning is reinforced through school-based coaching and collaborative sessions. Teachers have opportunities to discuss and reflect on professional learning, examine connections to classroom practice, share student evidence, and receive support in applying evidence-based instructional practices.

Foundational Literacy and Structured Literacy

- Teachers receive ongoing support in implementing explicit, systematic, sequential, and cumulative foundational-skills instruction. Heggerty supports instruction in phonological and phonemic awareness, while UFLI Foundations provides an explicit and systematic progression of phonics skills that integrates phoneme-grapheme correspondences, decoding, encoding, word reading, and connected-text practice.
- Professional learning emphasizes understanding the purpose behind instructional routines rather than simply following program procedures. Teachers examine how phonemic awareness, the alphabetic principle, decoding, encoding, and increasingly automatic word recognition contribute to students' development as readers. Assessment and student performance are used to determine when additional modeling, guided practice, cumulative review, corrective feedback, or instructional intensity is needed.

Savvas© myView Literacy Professional Learning

- Teachers and administrators receive continued professional learning and implementation support for the Savvas© myView Literacy curriculum. Professional learning addresses effective use of curriculum resources across oral language, foundational skills, fluency, vocabulary, comprehension, writing, and knowledge building while maintaining alignment with grade-level ELA standards.
- Professional learning also supports teachers in using myView assessments and proficiency expectations to monitor students' acquisition of grade-level standards and make instructional decisions. Reading coaches provide modeling, collaborative planning, and individualized support to help teachers use curriculum resources effectively and responsively.
- The District ELA Coordinator provides additional professional learning and support for literacy coaches and administrators, helping ensure consistency between district expectations, curriculum implementation, assessment practices, and school-based professional learning.

Job-Embedded Coaching and Collaborative Professional Learning

- The literacy coach provides ongoing, job-embedded professional learning through grade-level PLCs, collaborative planning, classroom modeling, observation and feedback, data analysis, and individualized coaching. Professional learning needs are identified through student achievement data, classroom observations, teacher questions, and schoolwide instructional priorities.
- Teachers engage in collaborative learning through PLCs, peer discussion, examination of student work, and analysis of assessment data. These structures provide opportunities for teachers to connect professional learning with student performance, share effective practices, and collaboratively determine appropriate instructional responses.
- Coaching and professional learning reinforce principles of explicit instruction and gradual release of responsibility while helping teachers apply structured-literacy practices appropriately within daily literacy instruction.

Ongoing Learning for Coaches and School Leadership

- Literacy coaches participate in continued district and state professional learning to strengthen their capacity to support classroom instruction. Learning from professional development opportunities, including SCDE support for Read to Succeed literacy coaches, is brought back to the school and incorporated into coaching, PLCs, and professional learning.
- Administrators participate in professional learning related to evidence-based literacy instruction so they can effectively support teachers, monitor implementation, participate in literacy data discussions, and make informed decisions about instruction and intervention. School and district leaders collaborate with literacy coaches to identify instructional priorities and ensure that teachers have the resources, training, and support necessary to address student needs.

Continuous Professional Learning and Improvement

Professional learning at Irmo is viewed as an ongoing cycle rather than a series of isolated training events. Student achievement and assessment data, teacher needs, classroom implementation, and schoolwide literacy goals are used to identify priorities for continued professional learning. Formal training is reinforced through coaching, collaborative planning, PLCs, modeling, feedback, and opportunities for reflection and application.

Through this coordinated system, teachers develop both the knowledge and instructional practices necessary to provide explicit and systematic foundational-skills instruction while also supporting oral language, vocabulary, knowledge building, fluency, comprehension, writing, and meaningful engagement with grade-level text. This comprehensive approach supports the ultimate goal of improving reading achievement for all students.

Section G: Analysis of Data

Strengths	Possibilities for Growth
● PLC (weekly) and vertical collaboration PD allow opportunities to address standards, student needs, and plan for instruction based upon this data and dialogue. ● RTI conversations and reading coach participation in PLC's support common instructional language and strategy sharing to meet needs of readers and match instructional goals in multiple areas of instruction (classroom and intervention). ● "Growth Groups" occur 30 minutes daily in addition to 90 minutes of ELA instruction on 100% of grade level schedules. ● Teachers conference with readers and writers during independent practice as evidenced by anecdotal records. This continues to be a focus to gather data and offer effective feedback in a timely instructional manner. ● Teachers continue to focus on mini lessons that will enhance and not interfere with authentic reading and writing practice. ● Teacher focused professional development on word study and phonemic awareness for K-5.	● Teachers will continue to implement strategic small group instruction or one on one instruction with specified outcomes and anecdotal notes including small group and individual conferences. Specific instructional language from PLC's will be implemented in this small group, focused instruction. ● Teachers will utilize the tools and strategies taught during the professional development of word study and phonemic awareness within their classroom (whole group and small group instruction). ● Teachers will apply their learning through LETRS Volume 1 and 2.

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): Increase the percentage of third graders scoring Meets and Exceeds in 2024-2025 as determined by SC READY from _64.1_____ % to ___66.1___ % in the spring of 2025-2026.	Irmo exceeded this goal, increasing the percentage of third graders scoring Meets and Exceeds from 64.1% to 78.5%. This represents a 14.4 percentage-point increase from the previous year and exceeded the established goal by 12.4 percentage points. Quantitative data demonstrates significant progress toward the goal, with the percentage of students meeting or exceeding expectations increasing by 14.4 percentage points. Qualitatively, this growth reflects the continued focus on intentional literacy instruction, use of student data to identify instructional needs, targeted intervention and support, and collaboration among teachers and instructional staff. The results indicate that the school not only met the established goal but made substantial progress in increasing the number of third-grade students performing at the Meets and Exceeds levels. Irmo Elementary continues to be in sync with the South Carolina Department of Education's goal of having 75% of students performing at or above grade level by 2030.

Previous Goal #2: Students in grades 2-5 will have a Median Student Growth Percentile of 61% or above on MAP Growth Reading by Spring of 2026.	Irmo exceeded this goal, increasing the Median Student Growth Percentile from 61% to 66%. This represents a 5 percentage-point increase in student growth and demonstrates positive progress in reading achievement across grades 2–5. The increase in median growth indicates that students made stronger-than-expected progress in reading over the course of the school year. This growth reflects the continued focus on data-informed instruction, targeted literacy support, progress monitoring, and collaboration among teachers and instructional staff. The results show that the school not only maintained the established growth target but increased the overall median student growth percentile beyond the goal.
Previous Goal #3: By the end of the Spring of 2026, 65% of students in grades 1–5 who have been served for at least 60 days will demonstrate at least 9 months of reading growth, as measured by Fountas & Pinnell (F/P) text level assessments.	We have exceeded our goal and are currently at 71%, meaning 71% of students served for at least 60 days have demonstrated at least 9 months of reading growth. This represents a 6 percentage-point increase above our 65% goal and indicates positive progress in student reading growth through targeted intervention and support.

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 25-26 as determined by SC READY from ___78.5___ % to ___78.6___ % in the spring of 26-27.	Reading Coaches and teacher leaders have created pacing guides to ensure the Savvas© curriculum is used with fidelity, including ensuring that teachers have access to item analysis resources for unit tests and progress monitoring. Our reading coaches support our teachers in implementing the new textbook and the 2024 South Carolina College- and Career-Ready Standards. All K-3 teachers, interventionists, SPED resource teachers, reading coaches, district and school administrators have completed or are enrolled in LETRS© Vol 2 training. Phase 5 includes middle school SPED teachers and all MLL teachers. Our coaches are supporting teachers in implementing the LETRS strategies. We are encouraged by the participants' responses and believe this will impact our SC READY data. These students and others who scored in the lowest 25th percentile on the 2025 Fall MAP are on school watchlists for core intervention and possible Tier 2 and Tier 3A interventions. The Director of Elementary Education has also met with school administrators and instructional leadership teams to discuss school data. Our Director of Elementary Education will continue to meet with school teams to monitor progress. We will continue to focus of professional development at the school and district levels. The ELA Coordinator will also utilize materials and professional development resources from the

	Office of Assessment and Academics. To ensure that all students accelerate, we will continue to focus on small group instruction in core instruction and provide Tier 1 support.
Current Goal #2: K–2 Foundational Literacy - By Spring 2027, the percentage of students in grades K–2 placing Early On Grade Level or Mid/Above Grade Level in reading will increase from 27.6% in Fall 2026 to at least 38.0%, as measured by the i-Ready Reading Diagnostic.	• Teachers will use i-Ready Reading data, along with Heggerty, UFLI Foundations, FastBridge, curriculum-based assessments, and classroom observations, to identify students' specific foundational literacy needs. K–2 teachers will provide explicit, systematic instruction in phonological awareness, phonics, decoding, encoding, fluency, vocabulary, and comprehension through core instruction and daily Growth Groups. • Grade-level PLCs will review student performance, form flexible instructional groups, and monitor progress toward grade-level expectations. The literacy coach will support teachers through collaborative planning, modeling, observation, feedback, and LETRS-aligned professional learning. Students who do not demonstrate adequate progress will receive additional diagnostic assessment and targeted support through the MTSS process. • School leadership, teachers, interventionists, and the literacy coach will review i-Ready and supporting assessment data throughout the year, including winter and spring diagnostic results. Data will be examined by grade level, instructional domain, and student group to evaluate progress, adjust instruction, and identify students requiring additional intervention.

Current Goal #3: By the end of the Spring of 2027, 75% of students in grades 1–5 who have been served for at least 60 days will demonstrate at least 9 months of reading growth, as measured by Fountas & Pinnell (F/P) text level assessments.	• Provide consistent, targeted reading instruction based on students' specific areas of need, including phonemic awareness, phonics, fluency, vocabulary, comprehension, and/or language structures. • Ensure interventions are appropriately matched to student data and delivered with fidelity. • Conduct ongoing progress monitoring to determine whether students are making adequate growth toward their 9-month goal. • Use progress-monitoring data to adjust intervention intensity, instructional strategies, grouping, and/or frequency as needed. • Incorporate F/P and other relevant reading data into grade-level PLC conversations. • Have teams identify students who are on track, approaching the goal, or not making adequate progress and develop specific instructional action steps. • Establish regular communication between classroom teachers, interventionists, and the reading coach regarding student progress. • Ensure intervention instruction aligns with classroom literacy instruction and student needs.
