

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? **0**
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? **5**
- 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? **0**
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? **NA**
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year? **NA**

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 EL Frierson, our literacy assessment practices are designed to monitor student progress across the foundational components of reading development: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. These assessments provide valuable data to determine whether students are meeting grade-level standards and to inform instructional decision-making.

We utilize state-approved assessment tools, including myIGDIs for PreK4, i-Ready and FastBridge for Kindergarten and First Grade, and i-Ready for Grades 2–5. Each assessment aligns with the Five Pillars of Reading and provides teachers with essential baseline data to identify student strengths, determine areas for growth, and tailor literacy instruction to meet individual learning needs.

Literacy instruction is intentionally structured to develop the essential components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Our instructional approach incorporates evidence-based curricula from Heggerty, CKLA, and UFLI that support a systematic and comprehensive progression of literacy skills across grade levels.

Students in PreK3 through Second Grade receive oral language and phonological awareness instruction through the Heggerty Curriculum. This instruction focuses on developing foundational listening and sound-awareness skills through activities such as rhyming, phoneme segmentation, blending, addition, deletion, and substitution, as well as the use of engaging nursery rhymes.

In Kindergarten through Second Grade, students receive instruction in phonemic awareness, phonics, and fluency through the UFLI Foundations curriculum. Instruction emphasizes phoneme blending and segmentation, letter and sound identification, letter formation, manipulation of decodable words, recognition of irregular words, writing dictated sentences, and the reading of decodable text to develop accuracy and fluency.

Additionally, all students in Kindergarten through Fifth Grade participate in the CKLA Knowledge curriculum. This curriculum provides students with opportunities to engage deeply with literature while receiving explicit instruction in vocabulary, reading comprehension, and responding to text

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

through writing. Through this integrated approach, students develop both foundational reading skills and the knowledge necessary to become proficient, thoughtful readers.

All literacy curricula implemented is aligned with state standards at each grade level. Teachers, in collaboration with instructional coaches, carefully examine the scope and sequence of each curriculum to ensure that instructional content, pacing, and skill development are appropriately aligned with state expectations.

When instructional gaps or areas of misalignment are identified, grade-level teams work collaboratively to address those needs through the integration of evidence-based lessons and targeted instructional strategies. This collaborative process ensures that all required standards are addressed and that students receive comprehensive, high-quality literacy instruction.

Through ongoing assessment, intentional curriculum planning, and collaborative professional practice, EL Frierson remains committed to supporting literacy growth and ensuring that every student develops the skills necessary for reading success.

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 EL Frierson, the UFLI Foundations curriculum serves as the primary resource for word recognition instruction. UFLI is grounded in explicit, systematic, and cumulative instructional practices that support the development of foundational literacy skills through a carefully sequenced approach. Each lesson builds upon previously taught concepts, ensuring that students develop the knowledge and skills necessary for successful reading.

Instruction includes phonemic blending and segmentation, letter name and sound recognition, and phonics blending, with opportunities for review through word manipulation activities. Following the review of previously taught skills, teachers explicitly introduce a new concept and provide students with guided opportunities to apply their learning.

Students practice reading and spelling decodable words, frequently using instructional tools such as Elkonin Boxes to support phonemic awareness and sound-to-symbol connections. Instruction also incorporates the Heart Method to support the teaching and recognition of irregular words. Each lesson culminates in the application of foundational literacy skills through sentence writing and decodable text. These texts incorporate previously taught irregular words and decoding strategies, allowing students to apply their knowledge in meaningful reading contexts. Repeated reading opportunities are intentionally incorporated to strengthen accuracy, automaticity, and fluency, supporting students in becoming increasingly proficient and confident readers.

To monitor student progress and inform literacy instruction, we utilizes a comprehensive system of assessment tools designed to evaluate foundational reading skills and identify individual learning needs.

The i-Ready assessment measures key components of early literacy, including phonological awareness, phonics, and high-frequency word recognition. In addition, the LETRS Spelling Screener, the UFLI placement assessment, and the Heggerty Phonological Awareness Screener provide targeted insights into students' spelling development, phonological awareness, and foundational literacy skills.

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

These assessments are aligned with the principles of the Science of Reading and provide valuable information regarding student strengths and areas for growth. Administered at multiple points throughout the school year, they enable teachers to monitor progress over time, make data-informed instructional decisions, and adjust instruction to address individual student needs.

Through the integration of explicit foundational literacy instruction and ongoing assessment, EL Frierson ensures that instructional practices are responsive to student data and support the development of essential reading skills. This approach strengthens the connection between assessment, instructional planning, and student achievement in literacy.

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 EL Frierson, the assessment process begins early to ensure that every student's literacy needs are identified and addressed in a timely manner. Pre-K students are screened using the myIGDIs assessment tool, while students in Kindergarten and First Grade are assessed using FastBridge and i-Ready. Students in Grades 2–5 are assessed using i-Ready to monitor literacy development and identify students who may benefit from additional instructional support. In grades 3-5 common assessments, created by the school district, are used in between i-Ready assessments to monitor students' progress.

Assessment data is reviewed by administrators, instructional coaches, literacy interventionists, and classroom teachers during PLC meetings and MTSS meetings. These collaborative data reviews focus on identifying student strengths, areas of concern, and schoolwide trends to inform instructional planning and intervention decisions.

Students who perform at or below the 30th percentile are identified as at-risk and considered for additional literacy intervention. Support is tailored to individual student needs and may include targeted instruction from the classroom teacher, push-in support from the literacy interventionist, or pull-out intervention sessions. This tiered approach ensures that students receive timely, targeted support to strengthen foundational literacy skills and address identified learning gaps.

For students identified as performing at or below the 30th percentile, additional literacy screening is conducted to identify specific skill deficits and determine appropriate areas for targeted instruction. FastBridge, Spire UP, UFLI placement screeners, and LETRs spelling screeners are the primary tools we use to gather additional information. This information is used to develop and implement interventions that are responsive to each student's individual literacy needs.

Students receiving intervention are progress monitored weekly, or every other week using FastBridge, with monitoring conducted by the literacy interventionist. Progress monitoring data provides ongoing evidence of students' response to instruction and guides decisions regarding the effectiveness and intensity of intervention services.

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

The data is reviewed at least monthly by instructional coaches, the Multi-Tiered System of Supports (MTSS) team, and classroom teachers. These collaborative reviews allow the team to evaluate student progress, determine whether interventions are effectively addressing learning gaps, and make adjustments when growth is limited.

When progress monitoring indicates that a student is not making sufficient progress, the instructional team revisits the intervention plan and modifies the instructional approach, intensity, or targeted skill areas as needed. Conversely, when students demonstrate consistent progress and meet their targeted literacy goals, they are exited from intervention services and continue to receive appropriate classroom instruction and ongoing monitoring. Through early identification, collaborative data analysis, targeted intervention, and continuous progress monitoring, EL Frierson maintains a proactive and responsive approach to literacy instruction. This process ensures that students receive the support necessary to make meaningful progress toward grade-level literacy 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.

At EL Frierson, we recognize that strong family partnerships are essential to supporting student achievement in reading and writing. Our school provides families with a variety of resources, opportunities, and ongoing communication to empower them in reinforcing literacy development beyond the classroom.

Throughout the school year, we host data conference days during which teachers meet with families to review each student's most recent literacy assessment data. These conferences provide opportunities for teachers to explain and interpret student performance, highlight areas of strength and growth, and share practical strategies for supporting reading and writing at home. Teachers also provide families with i-Ready online resources to further strengthen their ability to reinforce literacy skills and support continued learning outside of school.

To extend family engagement and promote a strong culture of literacy, we host an annual Literacy Night. This event provides families with opportunities to participate in engaging reading and writing activities while observing teacher modeling of strategies that can be implemented at home. Families are also introduced to valuable literacy resources, including Begin with Books, as well as information about establishing memberships with local libraries to expand access to books and reading opportunities.

In addition to scheduled conferences and literacy events, teachers maintain regular communication with families throughout the school year. Through ongoing sharing of literacy tips, instructional strategies, and educational resources, teachers help ensure that families feel informed, supported, and equipped to promote literacy development at home.

Through these intentional family engagement practices, EL Frierson fosters a collaborative partnership between school and home. By providing families with meaningful access to student data, practical instructional strategies, and literacy resources, our school strengthens the continuity of literacy learning and supports student growth in reading and writing.

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

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 EL Frierson, all students participate in literacy assessments at the beginning, middle, and end of each school year using at least one approved literacy assessment tool. This comprehensive assessment schedule provides opportunities to monitor student growth, identify instructional needs, and ensure that students receive timely and appropriate support.

Students who perform at or below the 30th percentile receive additional literacy screening to identify specific skill areas requiring targeted instruction. Students who score within the bottom quartile during beginning-of-year assessments are provided with intervention services designed to address identified learning gaps. These students also receive weekly, or bi-weekly progress monitoring through FastBridge, administered by the literacy interventionist, to evaluate their response to instruction and track progress toward established goals.

Progress monitoring data serves as an essential component of the instructional decision-making process. The information collected is used to guide, evaluate, and adjust literacy interventions to ensure that instruction remains responsive to individual student needs.

Progress monitoring data is reviewed regularly by instructional coaches, the Multi-Tiered System of Supports (MTSS) team, and classroom teachers. Through these collaborative data reviews, the instructional team evaluates the effectiveness of current interventions, identifies areas requiring additional support, and determines whether students are making adequate progress toward their literacy goals.

When data indicate insufficient growth, the intervention plan is modified to address the student's identified needs. Adjustments may include changes to instructional strategies, targeted skill development, or the intensity of intervention services.

Once progress monitoring data demonstrate that a student has achieved the established intervention goals and no longer requires additional targeted support, the student ends intervention services. Appropriate classroom instruction and ongoing progress monitoring continue to ensure that literacy growth is sustained.

Through systematic assessment, targeted intervention, and continuous data analysis, EL Frierson maintains a responsive approach to literacy instruction. This process ensures that students receive the support necessary to address learning gaps, achieve meaningful growth, and progress toward grade-level literacy expectations.

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.

At EL Frierson, we are committed to ensuring that all teachers possess the knowledge, skills, and instructional expertise necessary to deliver high-quality, evidence-based literacy instruction. At the beginning of each school year, teachers receive comprehensive training in the implementation of the school's literacy curricula, including CKLA, UFLI Foundations, and Heggerty. Each of these curricula is grounded in the principles of the Science of Reading and supports the systematic development of essential literacy skills.

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

In addition, all K-3 teachers have either completed or are currently participating in LETRS training. This professional learning opportunity strengthens teachers' understanding of the science of reading and equips them with evidence-based instructional practices to support student literacy development. Through ongoing engagement in LETRS, teachers continue to expand their knowledge of foundational reading skills, language development, and effective literacy instruction.

Teachers participate in regular Professional Learning Community (PLC) meetings that emphasize current literacy research, evidence-based instructional strategies, and practices aligned with the Science of Reading. These collaborative learning opportunities allow teachers to share instructional experiences, examine student data, discuss effective teaching practices, and refine their approaches to meeting diverse student needs. Classroom observations are conducted regularly during literacy instruction to monitor the implementation of instructional practices and provide opportunities for professional growth. Following observations, teachers receive targeted feedback designed to strengthen instructional delivery, promote effective teaching practices, and support continuous improvement.

Through comprehensive curriculum training, ongoing professional learning, collaborative PLCs, and instructional feedback, EL Frierson fosters a culture of professional growth and instructional excellence. These efforts ensure that teachers are equipped to provide consistent, research-based literacy instruction that supports student achievement and continued growth in reading and writing.

Section G: Analysis of Data

Strengths	Possibilities for Growth
- Students scoring does not meet on SC Ready dropped from 30% in 2025 to 19.1% in 2026 - Students scoring meets or exceeds increased from 52% in 2025 to 58.9% in 2026	- Students scoring exceeds only grew by .05% - Students receiving special education services scoring meets or exceeds dropped from 22.2% in 2025 to 12.5% in 2026

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

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 42.9 % to 50% in the spring of 2025-2026.	This goal was met. Reviewing the 2026 SC Ready data 63.2% of the students in third grade tested at our school scored in the meets or exceeds range.
<u>Previous Goal #2:</u> Increase the percentage of third through sixth grade students scoring Meets or Exceeds in the Spring of 2024 as determined by SC Ready from 55.3% to 58.6% in the spring of 2025	This goal was met. Reviewing the 2026 data for our students in grades three through six, we had exactly 58.6% of our students score meets or exceeds on the 2026 SC ready assessment

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.

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

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 63.2 % to 65 % in the spring of 2027.	All third-grade students will receive daily instruction in grade-level, Tier I English Language Arts curriculum. Students performing in the bottom quartile on the Fall 2026 i-Ready assessment will be provided additional support in foundational reading skills through the use of the UFLI and Heggerty curricula. These students will also participate in weekly, or bi-weekly progress monitoring sessions conducted by the literacy interventionist in order to monitor progress. Progress monitoring data will be reviewed by the MTSS team, administration, instructional coaches, and classroom teachers. This review process will ensure that student progress is closely tracked and that instructional practices are adjusted as necessary to meet the specific needs of individual students, based on the data collected.
<u>Current Goal #2:</u> Increase the percentage of kindergarten through eighth grade students scoring at the tier 1 range in i-Ready Reading from 32% in the Fall of 2026 to 65% in the Spring of 2027.	All students will participate in daily Tier I English Language Arts curriculum instruction at grade level. Students performing in the bottom quartile on the Fall 2026 i-Ready assessment will receive additional supports in foundational and/or comprehension skills, delivered either by their homeroom teacher or the literacy interventionist. Teachers will engage in monthly professional learning community (PLC) training sessions focused on best practices in ELA instruction aligned with the science of reading. In addition, teachers will receive monthly classroom observations during ELA instruction utilizing either a reflective or directive coaching model, designed to strengthen and improve literacy instruction.