

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?**
7
- **How many teachers in your school have completed Volumes 1 and 2 of LETRS?**
20
- **How many teachers in your school are beginning Volume 1 of LETRS this year?**
11
- **How many teachers in your school are beginning Volume 2 of LETRS this year?**
8
- **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.

Core Knowledge Language Arts (CKLA) provides explicit, systematic instruction in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension, as appropriate for each grade level and aligned with Science of Reading principles and grade-level ELA standards. ALA-Lexington also uses the STAR Renaissance assessment system to identify student strengths and areas of need. Kindergarten students complete a receptive nonsense word assessment to identify early risk in decoding skills, while kindergarten and first-grade students complete Rapid Automatic Naming measures to screen for risk factors associated with reading difficulties. First-grade students also complete an expressive nonsense word assessment, and kindergarten and first-grade students both complete oral reading assessments to measure fluency. Students in all grades complete adaptive assessments that help identify skill gaps and guide whole-group, small-group, and intervention instruction. Assessment data is regularly reviewed to adjust instruction and provide targeted support through the MTSS process to ensure students develop the skills needed to comprehend grade-level texts.

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 and instruction for PreK–5 students are aligned with the Science of Reading, structured literacy principles, and evidence-based foundational literacy practices. Instruction is explicit, systematic, cumulative, and responsive to student needs, with an emphasis on developing accurate, automatic word recognition.

Core Knowledge Language Arts (CKLA) provides explicit instruction in phonological awareness, phonemic awareness, phonics, decoding, encoding, and automatic word recognition. UFLI is also utilized to provide targeted, systematic foundational skills instruction based on identified student needs. STAR Renaissance assessments, curriculum-based assessments, and ongoing classroom data are used to identify gaps in phonemic awareness, phonics, decoding, encoding, and word recognition.

Teachers use assessment data to differentiate instruction, establish flexible small groups, and provide targeted intervention through the Multi-Tiered System of Supports (MTSS) process. Instruction follows a carefully sequenced progression, beginning

with sound-symbol relationships and advancing to increasingly complex syllable types, spelling patterns, and word structures. Students are provided frequent opportunities to apply newly acquired skills in both isolated word reading and connected text to promote accuracy, fluency, and automaticity.

For example, when assessment data indicates that a group of students is experiencing difficulty decoding words containing consonant blends, the teacher provides explicit, targeted small-group instruction using CKLA and/or UFLI instructional routines. Students receive direct instruction and guided practice in identifying and manipulating individual sounds, blending and segmenting words, decoding and encoding words containing the targeted pattern, and applying the skill when reading connected text. Student progress is monitored through ongoing formative assessment and curriculum-based measures to determine mastery and inform subsequent instruction. Students who demonstrate mastery move forward to more advanced skills, while students who continue to demonstrate difficulty receive additional explicit instruction, practice, and intervention through the MTSS framework.

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.

ALA-Lexington uses STAR Renaissance universal screener data, curriculum-based assessments, and diagnostic data to identify PreK–5 students who have not demonstrated grade-level reading proficiency. Teachers and the MTSS team analyze student data to determine whether the primary area of need is word recognition, language comprehension, or a combination of both.

Students with word recognition needs receive targeted instruction in areas such as phonological/phonemic awareness, phonics, decoding, encoding, and automatic word recognition using explicit, systematic instruction through CKLA and UFLI. Students with language comprehension needs receive targeted instruction in oral language, vocabulary, background knowledge, and comprehension strategies using grade-level texts and CKLA content.

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For example, a student who scores below benchmark on the universal screener is given additional diagnostic assessments to identify the specific skill deficit. If the data indicates difficulty decoding words but adequate understanding of orally presented text, intervention focuses on word recognition. If decoding is adequate but the student struggles to understand vocabulary or answer questions about text, intervention focuses on language comprehension. Student progress is monitored regularly, and intervention groups and instructional targets are adjusted based on the student's response to instruction through the MTSS process.

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.

ALA-Lexington provides families with ongoing information and resources to help them support reading and writing at home. Teachers communicate student progress through conferences, assessment reports, and regular communication and provide families with specific strategies based on student needs.

Family Curriculum Nights provide opportunities for parents to learn and practice reading and writing strategies used in the classroom and receive resources to continue learning at home. Families also receive literacy resources, recommended activities, and information about grade-level expectations throughout the school year.

When a student requires additional reading support, teachers and the MTSS team communicate with families about identified areas of need, interventions being provided, student progress, and specific ways families can reinforce skills 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.

ALA-Lexington monitors reading achievement and growth for PreK–5 students through STAR Renaissance universal screening, curriculum-based assessments, classroom performance, progress monitoring, and teacher observations. Teachers regularly analyze multiple sources of data during PLC meetings to identify students who are meeting grade-level expectations, students who need targeted support, and students who require enrichment.

Students who are not demonstrating adequate reading proficiency receive targeted small-group instruction and intervention based on their specific skill needs. Student progress is monitored using classroom and curriculum-based measures, and data is reviewed through the MTSS process every six weeks to determine the effectiveness of interventions. The MTSS team, including teachers, instructional coaches, administration, and other support staff, uses all available data to determine whether interventions should be continued, intensified, adjusted, or discontinued.

At the school level, universal screening and growth data are reviewed to identify grade-level and school-wide trends, evaluate the effectiveness of core instruction and interventions, and determine areas requiring additional instructional support or resources. This ongoing cycle of assessment, instruction, progress monitoring, and data review ensures instructional decisions are responsive to student needs and focused on 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.

ALA-Lexington provides ongoing professional development grounded in the Science of Reading, structured literacy, and foundational literacy skills for PreK–5 teachers. Teachers participate in LETRS training to strengthen their understanding of

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how students learn to read and the evidence-based practices that support oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Teachers also receive training and ongoing support in the implementation of CKLA and UFLI to ensure foundational skills are taught explicitly, systematically, and cumulatively.

Instructional coaches provide additional support through PLCs, data analysis, modeling, resources, and individualized coaching. Professional development is responsive to student and teacher needs identified through STAR Renaissance, classroom assessments, observations, and instructional data. For example, when data indicates a grade level has a significant need in decoding or phonics, coaching and PLC support focus on strengthening explicit instructional routines, analyzing student errors, and planning targeted small-group instruction. This ongoing system ensures teachers have the knowledge and instructional tools necessary to support all students in progressing toward grade-level reading proficiency.

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Section G: Analysis of Data

Strengths	Possibilities for Growth
● 65% of third graders meets or exceeds grade level expectations on SC READY in 2025. ● 73.6% of fourth graders meets or exceeds grade level expectations on SC READY in 2025. ● 69.4 % of fifth graders meets or exceeds grade level expectations on SC READY in 2025. ● Across grades 3–5, approximately 69% of students met or exceeded expectations (weighted by number tested)	● 85.0% of third graders currently performing at Approaches Expectations or higher ● 92.5% of fourth graders currently performing at Approaches Expectations or higher ● 87.3% of fifth graders currently performing at Approaches Expectations or higher A significant opportunity exists to move students who are approaching proficiency into the Meets Expectations category through targeted, data-driven instruction.

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

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

Goals	Progress
<u>Previous Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2024 as determined by SC READY from 69.3 % to 72% in the spring of 2025.	SC Ready data indicates that the school did not meet the established reading proficiency goal. The previous proficiency rate was 69.5%, with a goal of increasing to 72%. Current data shows that 65% of third-grade students met or exceeded expectations, representing a 4.5 percentage-point decrease from the previous score and 7 percentage points below the established goal. While the goal was not met, 85% of third-grade students scored at Approaches Expectations or higher, identifying an important opportunity for growth. STAR Renaissance data, classroom assessments, student work, teacher observations, and PLC discussions will be used to identify specific needs in word recognition and language comprehension.

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Current Goal #2: Increase the percentage of fourth graders scoring Meets and Exceeds in the spring of 2024 as determined by SC READY from 74.8 to 75% in the spring of 2025.

Current SC Ready data shows that 73.6% of fourth-grade students met or exceeded expectations. Although the goal was not met, performance remained relatively stable, decreasing by 1.2 percentage points from the previous year and falling 1.4 percentage points below the goal. Additionally, 92.5% of fourth-grade students scored at Approaches Expectations or higher, indicating a strong opportunity to move students from Approaches to Meets.

STAR Renaissance data, classroom assessments, student work, teacher observations, and PLC discussions will be used to identify specific needs in word recognition and language comprehension. A key area of focus will be strengthening the school's intervention system to identify students early and provide support before reading gaps become more significant. Universal screening and diagnostic data will be used to identify specific skill deficits and determine targeted intervention pathways. Through PLCs and the MTSS process, student progress will be monitored regularly and interventions adjusted or intensified based on student response. Increased emphasis on early identification, targeted small-group instruction, and consistent progress monitoring will support continued growth toward grade-level reading proficiency.

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<u>Current Goal #3:</u> Increase the percentage of fifth graders scoring Meets and Exceeds in the spring of 2024 as determined by SC READY from 66% to 68.5% in the spring of 2025.	Current SC Ready data shows that 69.4% of fifth-grade students met or exceeded expectations. Fifth grade exceeded the established goal by 0.9 percentage points and demonstrated a 3.4 percentage-point increase from the previous year's performance. Additionally, 87.3% of students scored at Approaches Expectations or higher.
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Section I: Current SMART Goals and Action Steps Based on Analysis of Data

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- 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
<u>Current Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025-2026 as determined by SC READY from 65% to 70 % in the spring of 2026-2027.	-Identify students early. Analyze beginning-of-year STAR Renaissance universal screening data, CKLA assessments, prior SC READY data, and classroom performance to identify students at risk of not meeting grade-level proficiency. -Implement targeted intervention. Provide evidence-based Tier 2 and Tier 3 intervention using explicit, systematic instruction. Utilize CKLA and UFLI resources to address identified foundational skill needs and provide targeted instruction in vocabulary, background knowledge, and comprehension when language comprehension is the identified area of need. -Prioritize students approaching proficiency. Closely monitor students performing in the Approaches Expectations range and provide targeted small-group instruction designed to address the specific skills preventing them from reaching Meets Expectations, while maintaining intensive intervention for students significantly below grade level.

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	-Use PLCs for instructional decision-making. Third-grade teachers and instructional coaches will regularly review student data during PLCs, identify trends and standards requiring additional support, plan reteaching and small-group instruction, and monitor progress toward the 70% proficiency goal.
<u>Current Goal #2:</u> Increase the percentage of fourth-grade students scoring Meets or Exceeds Expectations on SC READY ELA from 73.6% in spring 2026 to 76% in spring 2027.	-Analyze Standards and Student Performance: Use prior SC READY, STAR Renaissance, and classroom assessment data to identify priority standards and individual skill gaps, with particular attention to students who previously scored Approaches Expectations. -Provide Targeted Small-Group Instruction: Use flexible small groups to provide targeted instruction in vocabulary, comprehension, written response to text, and other identified areas of need while maintaining strong grade-level Tier 1 instruction. -Monitor Students Near Proficiency: Regularly review benchmark and classroom data during PLCs to monitor students approaching proficiency and adjust instruction throughout the year to increase the percentage reaching Meets or Exceeds Expectations.
<u>Current Goal #3:</u> Increase the percentage of fifth-grade students scoring Meets or Exceeds Expectations on SC READY ELA from 69.4% in spring 2026 to 73% in spring 2027.	-Identify Individual and Grade-Level Needs: Analyze SC READY, STAR Renaissance, and classroom assessment data to identify standards and reading skills contributing to students performing below Meets Expectations. -Provide Targeted Instruction and Intervention: Use explicit small-group instruction and intervention to address identified needs in vocabulary, comprehension, analysis of complex text, and foundational reading skills when appropriate.

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	-Use Data to Accelerate Growth: Conduct regular PLC and MTSS data reviews to monitor students in Does Not Meet and Approaches Expectations, evaluate their response to instruction, and adjust supports to increase the number of students reaching grade-level proficiency.
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