SOUTH CAROLINA
DEPARTMENT OF EDUCATION

Submission Time: October 8, 2026 10:42 am

2026-27 Primary and Elementary Reading Plan

District Name	Lexington 01
School Name	Carolina Springs Elementary School
Principal Name	Todd Brown
Principal Email	tbrown@lexington1.net
Optional: Reading Coach Email	absmith@lexington1.net
Optional: Submitter Email	absmith@lexington1.net

Section A: Five Pillars of Reading Instruction

Describe how reading assessment and instruction for all 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 CSES, reading assessment and instruction for all students are designed to comprehensively support their progress in meeting grade-level English/Language Arts standards. This begins with regular student-teacher conferences, which take place at least once a week, and often more frequently, to assess and support individual growth. Through a workshop model implemented in each classroom, students work in small groups, allowing for targeted instruction in key areas such as oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. To identify students with significant gaps in their reading development, we utilize a variety of assessments, including iReady, Growth Monitoring assessments, oral reading assessments, and spelling inventories. These tools help us pinpoint areas where students need additional support. For students in our RTI (Response to Intervention) program who are not making adequate progress, we adjust interventions or assign new interventionists. In some cases, we consult the school psychologist for potential evaluations when further support is needed. Attendance is also a critical factor we monitor, especially for RTI students. Truancy can often correlate with a lack of academic growth, and it is considered when evaluating students for additional interventions. To ensure comprehensive tracking, our team uses a shared data spreadsheet to monitor each student's growth, allowing us to make timely and informed instructional decisions that support all aspects of their reading development.

Section B: Foundational Literacy Skills

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 CSES, reading assessments and instruction drive differentiated learning by addressing the progression of reading skills across key areas like oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Through regular student-teacher conferences and small group workshops, instruction is tailored to meet individual student needs based on where they are in their reading development. Various assessments, such as iReady, Growth Monitoring, oral reading assessments, and spelling inventories, help us pinpoint where students may struggle. This data informs our approach to differentiated instruction by allowing teachers to group students according to specific skill gaps. For students in our RTI program who are not making adequate progress, we adjust interventions to better suit their needs, either by changing the approach or involving additional support, such as interventionists or the school psychologist.

Section C: Intervention

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.	We use universal screener data and diagnostic assessments to identify targeted intervention pathways for students in PreK-5th grade who struggle to meet grade-level reading proficiency. The year begins with each student completing the iReady Pre-Assessment, which evaluates all components of reading. Students take this benchmark assessment three times annually to track progress. We use the EasyCBM assessment to screen all studnets served in Tier III suport. Our instructional plans focus on small-group learning through a workshop model, where teachers use formative data to tailor instruction and meet individual student needs. Teachers and RTI (Response to Intervention) staff meet monthly to review data and discuss student progress, ensuring interventions remain effective. Students in the RTI program undergo monthly progress monitoring to assess the success of their interventions and adjust as needed. Our school's MTSS (Multi-Tiered System of Supports) is fully implemented, with a dedicated Core Team-including administrators, lead teachers, coaches, counselors, and a parent liaison-meeting bi-weekly for two hours to review students' academic needs. This structured approach helps identify whether students require more support with word recognition or language comprehension skills. Professional development has been provided to staff, focusing on the "why" behind MTSS and how it helps students. Additionally, the school master schedule includes dedicated GROW time for interventions, and the RTI team follows a daily schedule serving K-3 students and Tier 3 ELA students, with some support for 4th graders as well. To further enhance support, monthly newsletters are shared with "Try It Tips" for teachers to use in their classrooms. Early literacy is also addressed through 1:1 interventions to ensure students receive personalized instruction that targets their specific reading challenges. Our Lead Interventionist and Coaches have been provided professional learning on the DCI process to all teachers for support for ELA and Math.

Section D: Supporting Literacy at Home

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.	We have a comprehensive system in place to help parents support their children as readers and writers at home. One key initiative is Husky University, where parents meet with our Literacy Coach and Family Liaison to learn strategies for fostering literacy development. These sessions provide parents with practical tools and insights to reinforce reading and writing skills outside of the classroom. In grades 3-5 students are provided a study guide at the beginning of each unit across all core subject areas and in K-2 students take home foundational skill assessments each quarter. For students in RTI there is constant communication between teachers and parents including homework for students in grades K-3. Parent-teacher conferences and academic nights offer additional opportunities for parents to engage with teachers and gain a clearer understanding of their child's progress. During these events, teachers share insights into classroom instruction and offer suggestions for activities parents can do at home to support literacy. To keep parents informed of their child's progress, we also send home iReady family letters that include student-specific data, helping parents identify areas where their child may need extra support. For families with children in the RTI (Response to Intervention) program, we host dedicated family nights to explain intervention strategies and offer guidance on how parents can continue to support their child's growth. At CSES we have successfully implemented student-led conferences, during which students used data notebooks to present their progress to their parents. Last year over 97% of parents attended the conferences with their children. This approach not only encourages students to take ownership of their learning but also helps parents better understand their child's strengths and areas for improvement. Together, these efforts ensure that parents are well-equipped to support their child's literacy journey at home.

Section E: Progress Monitoring

Document how the school provides for progress monitoring of reading achievement and growth at the school level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.	At CSES, progress monitoring of reading achievement and growth is a key part of ensuring all students reach grade-level proficiency. For students in the RTI (Response to Intervention) program, we conduct monthly progress monitoring to closely track their development. In 4K we have implemented early intervention to support closing early academic gaps, and added an additional 4K classroom to better prepare more students for 5K in our community. For 3rd grade students we provide additional progress monitoring to ensure academic growth in the area of reading. To identify students who are experiencing significant gaps in reading growth, we use a variety of assessments, including iReady, Easy CMB for Tier III students, Growth Monitoring, and oral reading assessments. These tools provide us with a comprehensive understanding of each student's needs. When RTI students are not making expected progress, we adjust interventions or change interventionists, ensuring that the support they receive is tailored to their specific challenges. In cases where further assistance is needed, we consult the school psychologist to consider additional evaluations. Attendance is also tracked, as truancy can often be a direct factor affecting a student's growth. We factor this in when considering the effectiveness of interventions or the need for further evaluation. To stay organized and ensure no student falls through the cracks, our team uses a shared data spreadsheet to monitor progress across all RTI students, ensuring that decisions about interventions are based on comprehensive data and are aimed at supporting each student in reaching grade-level reading proficiency.

Section F: Teacher Training

Explain how the school will provide teacher training based in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students.	At our school, we are committed to providing comprehensive teacher training grounded in the science of reading, structured literacy, and foundational literacy skills to ensure reading achievement for all students. One of the key elements of our approach is professional development through the LETRS program, which equips teachers with research-based strategies to improve reading instruction. In addition to LETRS training, we implement structured coaching cycles, where teachers receive ongoing support from literacy coaches. These coaches meet with grade-level teams weekly or bi-weekly during planning periods to help teachers refine their small group instruction, analyze student work, and plan next steps. Coaches also play a more active role in PLCs (Professional Learning Communities), collaborating with teachers on instructional planning and data analysis. To further support instructional improvement, we organize school-based model classroom visits, allowing teachers to observe best practices in action. Coaches and Admin lead professional learning that is connected to our School Work Plan using targeted goals to ensure teacher growth. Additionally, we conduct pop-in observations every two weeks for all teachers during ELA, Math, and GROW (Intervention) time to assess current strengths and areas for growth. These observations allow us to provide targeted feedback and ensure that teachers are continuously developing their skills in line with the science of reading and literacy best practices. Through these focused efforts, we are building a strong foundation for reading success across the school. CSES admin and Coaches have attended a PLC at Work conference, many teachers are attending PLC PL this year and a team of teachers and Admin are attending the PLC Summit. All of these professional learning activities are aligned to build collaborative teams to benefit student achievement.

Section G: District Analysis of Data

Strengths	CSES excels in literacy development through targeted, research-based initiatives. By aligning phonemic awareness programs and UFLI integrity with state standards and integrating them with LETRS training, we have significantly boosted our 2nd and 3rd-grade students' overall text levels. SCReady and iReady scores in ELA continue to improve school wide. This strategic approach ensures that our educators are well-equipped with effective, evidence-based methods, resulting in measurable improvements in student reading proficiency and a strong foundation for continued academic success.
Possibilities for Growth	Our school seeks to enhance academic outcomes by focusing on data-driven instruction and personalized learning. Implementing flexible groupings in reading and math will cater to diverse student needs, promoting targeted and effective learning. Providing more professional learning helping teachers grow in the area of believing in every student and their potential should carry over into increased student achievement. Providing more professional learning (PL) opportunities to train teachers on data analysis, utilization, and resource allocation will empower them to make informed instructional decisions. These initiatives will foster a more adaptive and responsive educational environment, leading to improved student performance and engagement. With Vocabulary continuing to be an area where we can grow, we will place emphasis on morphology to build student background knowledge giving them greater access to higher level text building their comprehension skills.

Description Area	*Note: The questions below are included to gauge school-level LETRS implementation.Teachers for state-funded LETRS training include:K-3 Classroom Teachers4-5 Classroom TeachersReading CoachesReading InterventionistsK-5 Special Education TeachersMiddle Level Special Education TeachersSchool AdministratorsMulti-lingual TeachersPreK CERDEP TeachersPreK CERDEP Teaching Assistants
How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?	1
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	28
How many eligible teachers in your school are beginning Volume 1 of LETRS this year?	6
How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	1
How many CERDEP PreK teachers in your school have completed EC LETRS?	2
How many CERDEP PreK teachers in your school are beginning EC LETRS this year?	0

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

Previous Goal #1	Third Grade Goal: Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2024 as determined by SC READY from 64% to 67% in the spring of 2025.
Goal #1 Progress	80% of students in 3rd grade Met or exceeded in the Spring of 2026.
Previous Goal #2	The percentage of students meeting or exceeding typical growth targets on i-Ready Reading will improve by 5 percentage points.

Goal #2 Progress	The percentage of students who met growth targets declined.

Section I: Current Year SMART Goals and Action Steps Based on Analysis of Data

Description Area	For all schools serving third grade students, goal #1 MUST read:Third Grade Goal: Increase the percentage of third graders scoring Meets and Exceeds in the spring of [previous school year] as determined by SC READY from __% to __% in the spring of [current school year].
Current Goal #1	Third Grade Goal: Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025-2026 as determined by SC READY from 80% to 82% in the spring of 2027.

Goal #1 Action Steps	Implementing iReady Assessments and individual pathways: Conducting iReady pre-assessments and benchmarks three times a year to identify skill gaps and monitor progress and the use of pathways as an individualized learning tack. Small Group Instruction: Using data-driven, small-group workshop models in classrooms for targeted instruction in reading skills (oral language, phonics, fluency, vocabulary, comprehension). RTI Progress Monitoring: Monitoring RTI students monthly, adjusting interventions, and using data to guide instructional changes. MTSS Meetings: Holding regular MTSS/Core Team meetings to discuss and address academic needs, ensuring personalized support through structured interventions. Teacher Professional Development: Providing LETRS training, structured coaching cycles, and weekly/bi-weekly literacy coaching focused on small group planning and data analysis. Model Classroom Visits: Organizing visits to model classrooms to observe best practices in literacy instruction. GROW Time: Embedding GROW time into the master schedule to provide dedicated intervention time for struggling students. Use of Data Notebooks: Supporting student-led conferences using data notebooks, helping students take ownership of their learning and progress tracking. These focused strategies ensure that every student receives the necessary support to improve reading achievement and meet grade-level standards.

Current Goal #2	The percentage of students meeting or exceeding typical growth targets on i-Ready Reading will improve by 5 percentage points.

Goal #2 Action Steps	Implementing iReady Assessments and individual pathways: Conducting iReady pre-assessments and benchmarks three times a year to identify skill gaps and monitor progress and the use of pathways as an individualized learning tack. Small Group Instruction: Using data-driven, small-group workshop models in classrooms for targeted instruction in reading skills (oral language, phonics, fluency, vocabulary, comprehension). RTI Progress Monitoring: Monitoring RTI students monthly, adjusting interventions, and using data to guide instructional changes. MTSS Meetings: Holding regular MTSS/Core Team meetings to discuss and address academic needs, ensuring personalized support through structured interventions. Teacher Professional Development: Providing LETRS training, structured coaching cycles, and weekly/bi-weekly literacy coaching focused on small group planning and data analysis. Model Classroom Visits: Organizing visits to model classrooms to observe best practices in literacy instruction. GROW Time: Embedding GROW time into the master schedule to provide dedicated intervention time for struggling students. Use of Data Notebooks: Supporting student-led conferences using data notebooks, helping students take ownership of their learning and progress tracking. These focused strategies ensure that every student receives the necessary support to improve reading achievement and meet grade-level standards.

File Upload (optional)