SOUTH CAROLINA
DEPARTMENT OF EDUCATION

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2026-27 Primary and Elementary Reading Plan

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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 Midway Elementary we use a research based curriculum for reading instruction, which includes our district adopted reading series, HMH Into Reading, UFLI, and Heggerty. Our curriculum supports the Science of Reading. There is an emphasis on word recognition and language comprehension strands that are highlighted on Scarborough's Reading Rope. Students are taught using a gradual release model as they use HMH, UFLI, and Heggerty to teach comprehension skills, vocabulary, fluency, phonics, oral language, and phonological awareness.

HMH Into Reading for K-5 provides the students with many opportunities to learn comprehension skills and strategies for understanding new words connected to text, academic language as well as highlighted stems in morphology studies. The students learn and apply these skills in ELA Curriculum Frameworks (CF's) that connect several Read Alouds, Shared Reading texts, decodables, and Rigby leveled readers under the umbrella of a genre with genre-specific standards woven throughout the CF's to revisit with different texts . The CF's provide many opportunities for students to discuss texts, annotate text evidence, and write about their reading to deepen their comprehension while strengthening their written communication skills. In addition students have the opportunity to collaborate with their peers in literacy stations, book clubs, strategy groups, and partnerships in each CF. Resources are provided for teachers to utilize to meet the needs of students in different instructional settings. Students work on reading comprehension, written responses, content specific vocabulary and phonics in these small group settings. Though HMH does include phonic lessons for K-5 to help students learn common phonograms, initial sound blends, digraphs, contractions, multisyllabic words, and inflectional endings, however at our school we use UFLI to teach phonics in K-2. UFLI is an explicit, direct instruction model for teaching students phonic rules and high frequency words. Students apply their new learning by reading, spelling, writing, and manipulating words in order to make more words. The lessons in the HMH are utilized as needed by K-5 to reinforce phonic skills.
In addition to using the HMH as a word study resource in 3- 5, teachers in those grades utilize district created vocabulary lessons for whole group instruction aligned to the standards and UFLI for students that need to work on building their foundational phonic skills in small group.

Kindergarten, First, and Second grade teachers are utilizing district walkthrough tools to support their work to create vertically aligned phonics instruction assurances that support all learners. The tool focuses on looking for components of direct, explicit instruction with clear learning targets along with success criteria. In addition the tool helps with tracking strategies used to increase

student engagement throughout the phonic lesson.

Heggerty is a systematic phonemic awareness curriculum that we utilize in K-2 to help reinforce the literacy foundation. Teachers use this curriculum whole group and in small groups to help students grow in their knowledge of oral language which directly impacts emerging reading skills. The HMH curriculum has phonemic awareness lessons that teachers can use as needed in K-1 to reinforce skills. We are instructing K-2 teachers to drop whole group phonemic awareness lessons when students can blend and segment words. Students that still have trouble with these basic literacy skills work explicitly on blending and segmenting words in a small group setting.

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.

Midway Elementary uses a curriculum that supports the Science of Reading. The UFLI and Heggerty curriculum materials are utilized all year in order to build as well as reinforce the early literacy foundation. The teachers model, guide, and coach students as they teach phonological awareness, phonics, and orthography daily in whole groups as well as in small groups. The UFLI also supports vocabulary acquisition and fluency as students learn new words based on phonic rules by making words and reading decodable passages. Teachers have access to other texts that they can utilize for shared reading, small groups, and independent practice focused on phonic skills being taught in the classroom.

Student growth in the area of phonological awareness, phonics, and orthography is assessed through observations and note taking while the teacher leads the class during the UFLI and Heggerty lessons. In addition, growth and needs are measured on the i-Ready Reading assessment, weekly "encoding" assessments for demonstration of learned phonic skills along with acquisition of irregular high frequency words, ORA's (Oral Reading Assessments) and the LETRS spelling assessment. The assessments provide teachers with valuable information to determine areas of need from the word recognition and the language comprehension part of Scarborough's Reading Rope. Teachers can build on a student's foundational literacy knowledge and explicitly teach needed skills to help with reading growth. Not only does the data received from these assessments help classroom teachers differentiate instruction, it helps determine if students require RTI intervention to reinforce foundational skills.

The data teachers collect on student growth in phonological awareness, phonics, and orthography is filed in individual student binders in order to showcase growth over the year. In addition the data helps the teachers document progress for the Feedback Driven Progress Report (FDPR) and is utilized in conferences with parents.

Kindergarten - Third grade teachers, interventionists, and special education providers completed their professional learning of LETRS training to help build knowledge of the science of reading. Two preschool teachers completed the Early Childhood LETRS program last year, providing them with foundational literacy skills for their students. We have four teachers beginning LETRS 1 this year. During the training we learned how to diagnose reading problems, utilize strategies to help students grow as readers, there is a big focus on vocabulary and language. The goal is to make the connection between word knowledge and the role it plays in strong comprehension of texts.

Many fourth and fifth grade teachers are enrolled in LETRS 2 this year. They took advantage of the opportunity to build their knowledge of foundational literacy skills that will be beneficial as they work with striving readers.

Kindergarten - Fifth grade teachers are involved in ongoing professional learning focused on how to use district assessments to diagnose literacy foundational needs and use the data to drive instruction.

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.

When the school year started, all K-5 Midway students took i-Ready Reading Assessment. Teachers then examined the baseline data and used this information to differentiate instruction to support all students to meet their growth goals. The literacy coach and i-Ready coach provided support as teachers analyzed the data and identified trends both in their class and across the grade level to choose wide focuses as well as individualized focuses. We discussed the strengths and areas of needed growth for the students so teachers could differentiate instruction in class. We have explored resources on i-Ready reading that could be used for small group instruction to help students with areas of need in phonemic awareness, phonics, high frequency words, vocabulary and comprehension. i-Ready reading not only helps us track growth for students in intervention once a month but also growth for all students in the winter and spring.

We look closely at students in K, 4th, and 5th grade that are below the 10th percentile. As well as those 1st, 2nd and 3rd grade students below the 25th percentile. Our purpose for the close examination is to determine what interventions are in place at this time for those students. A lot of the students we examined are already receiving interventions through RTI or Special Education. Students not receiving services have been discussed and additional data has been analyzed to determine next steps for needed intervention. For those students already receiving interventions, we have had conversations as a school leadership team to discuss individual student academic data, behaviors, needed support, and placement for intervention or needed changes in current intervention for optimal growth.

Students who remain below the 25th % in 1-3 grades will be invited to a summer reading camp.

Teachers discuss their data with the literacy coach, their grade level teams, and interventionists to determine next steps at "Round up" meetings every six weeks. Teachers assess students on a regular basis in between i-Ready benchmark testing to document growth, areas of need, and changes in intervention as needed. Students requiring more intervention are taught and assessed regularly by an interventionist. The classroom teachers also document continued interventions in the classroom for students.

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.

Midway Elementary provides many opportunities for parents to understand how to support their children at home.

At the beginning of the year, we hosted an Open House to share with parents about academic standards, curriculum, and our grading policy which impacts the reading assessments students would take throughout the year. In addition, we talked to parents about resources that would come home for students to practice growing as a reader. Parents were then able to visit the school library and talk to the librarian about the book collection and the opportunities students have for visiting the library. Parents were invited into classrooms to talk to teachers and explore the print rich classrooms.

Another way we have reached out to families about reading support was to share the R2S legislation with parents who had students in 3rd grade. During the presentation we shared the expectations for readers, needed support, and interventions that would be put in place to help student reading growth. In grade 3 students below the 25th percentile will be on a "Retention Watch List". Teachers will meet with the parents of these students every quarter to discuss progress, next steps at school, and support for home. At the end of the year, 3rd grade students who are still on the "Retention Watch List", will be invited to summer reading camp and may possibly be retained if they do not attend.

In addition to keeping a close eye on students in 3rd grade, a "Watch List" was created based on fall iReady scores for students in 1st and 2nd grades below the 25%. These students will receive intervention services and their progress will be documented throughout the year. Teachers will share information regarding support being provided during fall parent conferences for students who are on the "Watch List". Students who are still performing below the 25% after taking the iReady in the spring, will be invited to summer reading camp. Though families will be highly encouraged to send their students to the camp, these students will move on to the next grade.

Parents receive information on a regular basis through Parent Square from Central Services, Midway, and classroom teachers to help support reading growth. Teachers send home books, words that students need to practice reading & writing, along with other homework to reinforce the 5 Pillars of Reading Instruction.

In mid September, parents received i-Ready diagnostic results for their students. Following the district mass communication of that information all parents have been encouraged to come in for a conference in October. After the winter i-Ready benchmark in December, parents will receive information concerning i-Ready

reading growth. Parents will again be encouraged to come in for a conference in February. At the end of the year i-Ready reading growth will be shared with parents after the spring i-Ready benchmark.

Teachers and interventionists stay in contact with the parents whose students are receiving intervention for reading so the parents will know how to support the learning at home. The literacy coach works closely with the classroom teachers and interventionists to provide support to help the students grow as readers.

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 the beginning of the year students take i-Ready reading and teachers assess students in class to get baseline data for reading accuracy, comprehension, phonics, and foundational literacy skills.

Based on the i-Ready reading data, our RTI team which includes the interventionists, administrators, instructional coaches, counselors, Multilingual teachers (ML), and resource teachers look at students that are below the 25th percentile in i-Ready reading. We discuss interventions from the previous year and make decisions based on past performance, this year's baseline data, and teacher feedback.

The lead interventionist uses the data and our discussion to form Tier 2 and Tier 3 groups for grade levels based on areas of need. Students are then pulled 2-4 days a week for 30 to 45 minutes for intensive interventions using decodables and leveled texts with phonics as well as comprehension practice. These students are progress monitored monthly using i-Ready and other formative assessments done 1-on-1 to drive intervention instruction.

Students not on a tier that need intervention are put on Tier 1. Teachers meet with the literacy coach to set a goal and determine an appropriate progress monitoring measure. Progress monitoring measures are determined based on the goal set for growth. Teachers use oral reading assessments, phonic assessment tools, decodable passages, comprehension checks, and grade level fluency probes to measure growth towards meeting the reading goal. The teachers provide classroom interventions and document these for up to six weeks. After that time the teacher meets with the literacy coach or lead interventionist to determine if the student needs a change of intervention or a move to Tier 2.

Every six weeks teachers get to meet with interventionists, ML teachers, guidance counselors, and coaches in order to discuss the most recent data in our "Mustang Roundup". It is an opportunity for all school stakeholders to discuss trends, strengths, and areas of growth. After round up meetings, our leadership team has an RTI meeting, to discuss current students being served in all tiers and those students that need additional intervention, possible testing, or less intervention due to growth. Our conversations are driven by data collected by the teachers and interventionists.

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.

The school maintains its LETRS training program for incoming staff requiring certification. In parallel, K - 2 grade-level teams are establishing consistent best practices for phonics and reading instruction across all grade levels.

Teachers meet with the literacy coach twice a week for reading planning. Our focus is the use of "Backward Design" to study assessments, lessons, and standards as we unpack each CF. The time we spend together collaborating provides teachers with a structured reading plan for teaching word recognition and language comprehension strands throughout the literacy block each day using HMH, UFLI, Heggerty, and other district approved supplemental materials.

The literacy coach provides resources, support in the classroom, and training to preschool-fifth grade teachers, special education teachers, and interventionists as needed throughout the year.

The literacy coach meets with teachers to look at data to analyze reading growth and needs in order to think about next steps for differentiation after i-Ready benchmark testing and other times throughout the year when reading data is collected. The teachers also receive training on administering as well as analyzing oral reading, phonics, and phonemic awareness assessments.

Section G: District Analysis of Data

Strengths	Teachers put ELA learning targets on the board and unpack them with students to help students focus on the goal for each lesson evident during learning walks throughout the year. Teachers use the workshop model to teach ELA using new research based curriculum materials focused on the Science of Reading--UFLI and Heggerty for phonics and phonemic awareness in K-2. Upper grades use UFLI for phonics intervention evident during learning walks throughout the year and conversations regarding students on Tier 1 documented on Tier 1 plans. Teachers analyze i-Ready reading data with their grade level teams, administrators and the literacy coach. The data is used to set goals for individuals, a class, and a grade level. Teachers use Read Alouds interactively to teach standards, promote literacy conversations using academic language, and to analyze text through questioning along with evidence from the text for responses. Observed during learning walks and teachers utilized professional learning and resources on Interactive Read Alouds. The literacy coach and librarian have partnered with classroom teachers to promote a love for reading with special reading days, book talks on new books to check out, librarian lessons on selecting "Just Right" books, volume of reading challenges, classroom coach visits to read aloud new books from the library, planned author visits virtual & in-person. The Book Buddy program is utilized schoolwide to allow students to partner with another grade level to model reading fluency, word solving skills, and build reading confidence. We partner with stakeholders to foster literacy by hosting events, like October's PTO Family Literacy Night, and designing flexible outdoor spaces, such as our Reading Hammocks Garden, for independent and partner reading.

Possibilities for Growth	Calibrate expectations across teams to establish consistent academic standards and clear benchmarks for skill mastery. Maintain visible schedules and targeted lesson plans for small-group instruction and individual reading conferences. Systematically track individual student progress, strengths, and areas for growth during all 1-on-1 and small-group meetings. Utilize the backwards design framework consistently across all instructional planning. Schedule dedicated collaboration time for Special Education staff and interventionists to align high-quality instructional materials and assessments.

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?	8
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	31
How many eligible teachers in your school are beginning Volume 1 of LETRS this year?	4
How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	8
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	Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 84.3% to 86.3% in the spring of 2026.
Goal #1 Progress	The percentage of 3rd graders who scored Meets and Exceeds on SC READY in the spring of 2026 was 85%.
Previous Goal #2	The percentage of students improving placement in reading will increase from 76% to 78% on their Spring i-Ready Benchmark test.
Goal #2 Progress	The percentage of students improving placement in reading increased to 77% on their Spring i-Ready Benchmark test.
Previous Goal #3	N/A
Goal #3 Progress	N/A

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	Current Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2027 as determined by SC READY from 85% to 86% in the spring of 2026.

Goal #1 Action Steps	Teachers and the literacy coach will study iReady reading data, LETRS spelling inventories and oral reading assessments to determine the instructional needs for all students. The literacy coach will support teachers in utilizing the data to inform instructional decisions for whole group phonic/vocabulary instruction, small group instruction focused on word accuracy & comprehension, and individual student support for reading appropriate books to enable continual reading growth. Teachers will meet weekly with the literacy coach to plan for upcoming instruction utilizing the ELA Curriculum Frameworks in order to ensure that students are receiving instruction aligned with the SC College and Career Ready standards. Teachers will examine assessments within the framework and use "Backward Design" to make sure instruction will align with how students will be assessed. Assessment data will be collected to drive further instruction to guarantee that students understand the standards they are being taught. Teachers will work with the literacy coach to differentiate small group instruction to provide remediation and enrichment for students.
Current Goal #2	Current Goal #2: The percentage of students improving placement in reading will increase from 77% to 78% on their Spring i-Ready Benchmark test.

Goal #2 Action Steps	Teachers are participating in the LETRS training to support a deeper understanding of the Science of Reading which will support all students. Teachers will utilize Heggerty and UFLI programs to support phonics and phonemic awareness. Teachers were provided Curriculum Frameworks (CFs), assessments, and suggestions for supplemental resources. Teachers will collaborate with grade level teams to plan out each module in the CFs utilizing suggested resources, the new standards, end of module assessments, and available data collected to determine student needs. The literacy coach will provide ongoing support as teachers use "backwards design" with standards, the new curriculum, and assessments to drive instruction. Throughout the year teachers will use district mandated assessments including HMH end-of-module assessments to determine next steps for reteaching, remediation, and enrichment. The Literacy coach will support teachers as they work together. Ongoing support will be provided by our iReady representative who will work alongside teachers and administrators during PLC's as they plan whole and small group instruction focused on SC College and Career standards. Resources will be shared from iReady to reinforce instruction in the ELA curriculum frameworks.
Current Goal #3	N/A
Goal #3 Action Steps	N/A

File Upload (optional)