

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

Currently, NPES has 30 teachers trained in both Volumes 1 and 2. We have two PreK teachers who have completed EC LETRS training. All 32 trained teachers completed training at the end of the 2025-2026 school year.

This year, 2026-2027, we have two teachers beginning LETRS Volume 1.

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.

Reading instruction is explicit, systematic, and data-driven. In the early grades (PreK-1st), instruction focuses on phonological awareness, including recognizing and manipulating sounds in words (e.g., rhyming, segmenting, blending sounds). Programs like Heggerty provide daily, explicit lessons that target skills such as syllable segmentation and phoneme identification. Teachers use screening tools and progress monitoring assessments to measure students' ability to recognize and manipulate sounds. Informal assessments, like observing students' abilities during phonological awareness activities, provide data to guide instruction.

LETRS and UFLI ensure that students master phonics by learning to decode and encode words. Instruction covers letter-sound correspondence, digraphs, blends, and word patterns aligned with state standards. Teachers use phonics assessments to measure students' understanding of letter-sound relationships and their ability to apply phonics skills in reading and writing. Tools like running records, decoding inventories, and spelling tests provide ongoing data to monitor phonics progress.

Fluency instruction includes repeated reading, guided oral reading, and opportunities for students to read texts that match their independent reading levels to build fluency. LETRS and UFLI offer strategies for improving accuracy and rate in reading. Fluency assessments, such as F&P and DRA, measure the rate, accuracy, and expression with which students read. Tools like words correct per minute (WCPM) and rubrics for expression are used to track student progress over time. Fluency is also observed during oral reading sessions. Vocabulary instruction is explicit and integrated across all subjects. Teachers focus on teaching new words through direct

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instruction, using word-learning strategies (e.g., context clues, root analysis), and exposing students to rich, varied texts. Reading comprehension strategies are explicitly taught to ensure students can understand, interpret, and engage with texts. Instruction includes teaching students how to summarize, ask questions, make predictions, visualize, and infer meaning from texts. Teachers also focus on text structures, genres, and features to deepen understanding. LETRS integrates these strategies within structured literacy approaches. Comprehension assessments involve both formative and summative approaches, including written responses, comprehension questions, graphic organizers, and projects. Teachers assess whether students can demonstrate understanding of the texts, make inferences, and support their answers with evidence.

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.

LETRS and UFLI are grounded in the science of reading, emphasizing systematic phonics instruction and word recognition through decoding. Both programs ensure students develop the ability to decode words efficiently, a key tenet of word recognition in the science of reading. LETRS and UFLI utilize explicit and sequential instruction in phonics. This helps students understand the alphabetic principle and apply it to both decoding and encoding words. LETRS and UFLI use diagnostic assessments to identify students' specific needs in phonics and decoding. This guides instruction and ensures targeted interventions that align with structured literacy principles.

Fluency is built after phonics mastery, where students are encouraged to read accurately, at an appropriate pace, and with expression. LETRS and UFLI provide methods to build fluency in a way that aligns with the science of reading, recognizing that automatic word recognition frees up cognitive resources for comprehension. These programs include structured fluency practice, ensuring that students move from decoding words to automaticity through repeated, scaffolded practice. Regular fluency assessments track words read correctly per minute, with attention to accuracy and prosody, aligning with a structured literacy approach that emphasizes building fluency for automaticity.

Orthographic mapping is explicitly taught in LETRS. This aligns with research in the science of reading that stresses the importance of connecting phonemes and graphemes for efficient word recognition. LETRS provides instruction on how students can map sounds to letters and recognize high-frequency words, ensuring students learn to store words for automatic recall. LETRS includes assessments that check students' ability to recognize and map words through sound-letter correspondence and patterns, which directly support structured literacy goals.

All three programs incorporate multisensory techniques to reinforce word recognition skills, from phonological awareness to decoding and encoding. These techniques help anchor phonics instruction in a way that aligns with structured literacy. Ongoing observation and formative assessments can measure how effectively students engage with multisensory learning strategies, aligning with structured literacy principles.

While word recognition is key, vocabulary and comprehension are integral to reading success. LETRS and UFLI integrate instruction that supports vocabulary development and comprehension as students move from learning to read to reading to learn. These programs

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ensure that students are taught vocabulary and comprehension strategies alongside phonics and fluency instruction, ensuring a balanced literacy approach that builds comprehension skills in line with word recognition instruction.

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.

LETRS, UFLI, and Heggerty support a data-driven approach, which is key in the science of reading. Teachers use assessments to drive instruction, ensuring students' specific literacy needs are met. Data from these assessments inform intervention and tiered supports, ensuring that instruction is explicitly targeted at students' needs. Both formative and summative assessments from LETRS, UFLI, and Heggerty provide data that teachers can use to adjust instruction, ensuring alignment with foundational literacy skills.

By systematically using universal screener data to identify struggling readers and diagnostic assessments to pinpoint specific skill deficits, teachers can determine whether students need targeted interventions in word recognition (phonological awareness, phonics, fluency) or language comprehension (vocabulary, background knowledge, comprehension strategies).

This data-driven approach ensures that students receive the support they need to build the skills necessary for grade-level reading proficiency. Regular data review meetings allow us to refine grouping, adjust instruction accordingly, and evaluate program effectiveness.

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.

NPE is transparent in sharing the literacy instruction their students receive at school. Regular communication via school newsletters, teacher emails/messages, and parent/teacher conferences ensures parents are on the same page. Students are encouraged to read regularly at home, both independently and with family members. Teachers share online and other at-home resources with parents to support students as readers and writers in their own homes. After regular iReady diagnostic testing administration, parents receive score report information in both math and reading, along with "next steps" for both school and home. Additionally, at NPE, local high school students visit regularly to work with students as "reading buddies" and celebrate milestone achievements together.

We also have a fairly large student multilingual learner population, and we provide additional targeted support to those students and their families in all areas of school, specifically in reading and writing. The district offers various workshops and other opportunities, with interpreters available, to ensure parents understand how to support their children's reading and writing development.

The system in place supports parents by providing them with knowledge, tools, and ongoing communication to help their children become better readers and writers. Through resources, newsletters, personalized tips, and bilingual support, parents are empowered to play an active role in their child's literacy development 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.

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NPE uses universal screener data and diagnostic assessment data to determine targeted pathways of intervention for students in PreK-5th grade who are not demonstrating grade-level reading proficiency. By analyzing the data from these assessments, teachers can identify whether students struggle primarily with word recognition or language comprehension and then tailor interventions accordingly.

A leadership team comprising various stakeholders, including administrators, reading/math coaches, interventionists, teachers, counselors, and others, meets regularly to determine the most effective strategies for supporting students in reading. All teachers are expected to provide high-quality, research-based instruction (Core/Tier 1) to all students aligned with the science of reading. Instruction integrates both word recognition and language comprehension components for balanced literacy development.

When students require additional support beyond Core/Tier 1 instruction, the team convenes to discuss the best approach to meet each student's individual and unique reading needs. Students identified through screener and diagnostic data as needing extra support receive targeted, small-group interventions in either word recognition or language comprehension based on their identified needs. This includes frequent progress monitoring and data-driven instructional adjustments (Tier 2/Targeted Instruction). Finally, students who continue to struggle despite Tier 2 interventions receive more intensive, individualized support (Tier 3/Intensive Intervention). This involves more frequent and longer intervention sessions, as well as even more focused instruction on foundational skills. We rely on our literacy coach and interventionists as experts in identifying these students and their interventions.

Section F: Explain 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.

NPE provides ongoing professional learning for PK-5 teachers grounded in the science of reading, structured literacy, and evidence-based foundational literacy practices. Training focuses on explicit, systematic instruction in phonological and phonemic awareness, phonics and decoding, fluency, vocabulary, and comprehension. Professional learning is reinforced through grade-level PLCs, collaborative planning, instructional coaching, and analysis of student assessment and progress-monitoring data. Teachers use this information to differentiate core and small-group instruction and provide targeted support based on student needs. Administrators and instructional coaches support implementation through classroom walkthroughs, observations, feedback, and collaborative conversations. This ongoing cycle of professional learning, implementation, and data analysis promotes consistent, evidence-based literacy instruction across PK-5.

Section G: Analysis of Data

Strengths	Possibilities for Growth
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• SC READY ELA 2025-2026 Overall School Averages ○ Not met 5% ○ Approaching proficient 11% ○ Met 36% ○ Exceeds 49% • SC READY ELA 2025-2026 3rd-Grade Percentages ○ Not met 3% ○ Approaching proficient 13% ○ Met 28% ○ Exceeds 54% • ELA K-8: For students identified in iReady as striving for typical growth in reading, the median progress toward typical growth will be greater than 100%. ○ (EOY 2025 Avg. 143%) ▪ K- 169% ▪ 1- 124% ▪ 2- 149% ▪ 3- 150% ▪ 4- 118% ▪ 5- 179% ▪ 4- 100% ▪ 5- 117%	iReady ELA: • Upper grades show a lower-than-average percentage of students who improved placement ○ 4th grade: 64% (72% met typical growth, 150% median typical growth) ○ 5th grade: 57% (60% met typical growth, 137% median typical growth) • Domains: ○ Vocabulary ○ Literature Comprehension ○ Information Comprehension
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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
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<u>Previous Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025, as determined by SC READY, from 82% to 85% in the spring of 2026.	Spring 2026 SC Ready ELA (3rd only, 121 students) results: ● Exceeds- 65 students (54%) ● Meets- 34 students (28%) ○ 99 out of 121 students (82%) met or exceeded expectations ● Approaches- 18 students (15%) ● Does Not Meet- 4 students (3%) ○ 22 students (18%) fell below “Meets” (approaches/DNM) ● (Preliminary) Reading Subscore Data- Reading Performance Level vs. Overall Composite Score ○ 56.8% Exceeds ■ 18 students scored “Exceeds” in subscore/reading performance level but “Meets” overall ○ 27.1% Meets ○ 11.9% Approaches ○ 4.2% Does Not Meet
<u>Previous Goal #2:</u>	
<u>Previous Goal #3:</u>	

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 2027 as determined by SC READY from 82 % to 85 % in the spring of 2026.	Progress toward this goal will be monitored throughout the year using i-Ready Reading diagnostic and progress-monitoring data. On the Fall 2026 i-Ready Reading Diagnostic, 71.3% of third-grade students with completed assessments (82 of 115) performed Early On Grade Level or Mid/Above Grade Level. The school will work to increase the percentage of students performing on or above grade level while accelerating growth for students currently performing below grade level. To achieve this goal, third-grade teachers will use a triangulation of i-Ready diagnostic and progress-monitoring data, common formative assessments, classroom performance, and MTSS data to identify individual student needs and adjust instruction. Flexible small-group instruction during PAWS will target identified skill gaps, with particular attention to vocabulary, comprehension, and foundational reading skills as indicated by student data. Third-grade PLCs will engage in regular data cycles to monitor progress, regroup students, identify students requiring additional intervention, and determine instructional next steps. Particular attention will be given to students performing just below grade level, while

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	intensive intervention and progress monitoring will be provided for students with more significant skill deficits. Progress toward the SC READY proficiency goal will be monitored through i-Ready Diagnostic 2 and Diagnostic 3, student growth toward Typical and Stretch Growth targets, classroom assessments, and MTSS progress-monitoring data.
<u>Current Goal #2:</u>	
<u>Current Goal #3:</u>	