

Submission Time:

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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.

The five pillars of reading instruction, according to ESSA and NRP findings, include phonemic awareness, phonics, fluency, vocabulary and reading comprehension. As a support for phonics and phonemic awareness, instruction and assessment also includes direct and explicit instruction in phonological awareness. Strong oral language sets the stage for success in all five components, especially vocabulary and reading comprehension, so it is embedded in instruction and assessment. At Saxe Gotha Elementary School, we include the five pillars of reading instruction, as well as oral language supports, in both reading assessment and instruction. K-5 teachers use iReady as a universal screener, at the beginning, middle and end of the year to assess all students. This assessment includes phonological awareness, high-frequency words, phonics, vocabulary, and comprehension in both informational and literary texts. Phonological awareness, phonemic awareness and phonics are also assessed with the LETRS Spelling Inventory at the beginning, middle and end of year for first through fifth graders. In first grade, students are assessed using the CORE Phonics Survey to measure phonics knowledge. LETRS Phonics and Word Reading Survey is used in 3rd through 5th grade to assess student knowledge in phonemic awareness, phonics and word reading, specifically for students who have gaps in this area. Fluency, especially passage reading fluency, is assessed at every grade level. Beginning in the middle of kindergarten, students are assessed using oral reading assessments to evaluate accuracy and expression. In first grade, students are assessed with the UFLI Foundations Fluency Checks every quarter. In 2nd through 5th grade, fluency, along with reading comprehension and vocabulary, are assessed with oral reading assessments that focus on accuracy, expression and rate. The reading comprehension and vocabulary components are developmentally appropriate for each grade level. Reading comprehension and vocabulary are assessed throughout the year. In 2nd through 5th grade, reading comprehension assessments are used in each curriculum framework unit to measure growth in specific Applications of Reading standards, which include vocabulary standards AOR 7, 8, and 9, specific to instruction for the unit. These assessments are adapted from our reading curriculum, HMH: Into Reading. In 2nd grade each curriculum framework unit includes at least 2 summative assessments. For 3rd through 5th grade, each curriculum framework unit includes 3 summative assessments to measure growth and provide teachers with data to respond to student needs. Reading instruction at every level follows our district literacy framework. Year-long instruction is divided into curriculum framework units that are built around HMH: Into Reading. This includes time for foundational skills, reading and writing. The

allotted time, of course, is tailored to the grade level and needs of the students in classrooms. K-2 classrooms spend more time on foundational skills which includes explicit instruction in phonemic awareness, phonics and fluency. UFLI and Heggerty are the backbone of our phonological/phonemic awareness and phonics instruction. We use the scope and sequence in UFLI to guide our instruction over the course of the year. HMH Into Reading is also used to support instruction in fluency, vocabulary and reading comprehension. District created curriculum frameworks(CFs) aid in organizing the scope and sequence and help ensure our instruction is aligned with SCReady ELA standards in foundational skills and applications of reading (AOR) skills. Intentional unpacking of standards with teachers is a cornerstone of our professional learning and planning process with teachers to ensure instruction is reaching the depth of the standard and follows a systematic scope and sequence that includes instruction using both narrative and informational texts.

Good oral language skills support reading throughout its development. We strategically use routines that help build strong oral language for our students. Interactive read-alouds are used to support oral vocabulary development and verbal reasoning. Oral vocabulary building routines and intentional discussions are also used to support oral language skills.

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.

Word recognition assessment and instruction for PreK-5th grade students is aligned to the science of reading in a number of ways at SGES. We use UFLI in whole group lessons in kindergarten, first, and second grade to address foundational literacy skills that include, phonics, phonemic awareness and sight word recognition. In first grade and second grade, we also strategically use decodable readers from HMH:Into Reading to reinforce foundational skills. By second grade students are still being exposed to structured literacy instruction and foundational skills through use of UFLI in whole group instruction and, when needed, small group instruction to shore up any skills that may be weaker. In grades 3-5, UFLI is used in small groups when teachers ascertain any foundational skill deficits with individual students. HMH:Into Reading is rooted in the science of reading, and includes foundational skill lessons through 5th grade. As mentioned, K-5 teachers use iReady, at the beginning, middle and end of the year to assess all students. This assessment provides student achievement data on phonological awareness, high-frequency words, and phonics. Phonological awareness, phonemic awareness and phonics are also assessed with the LETRS Spelling Inventory at the beginning, middle and end of year for first through fifth graders. In first grade, students are assessed using the CORE Phonics Survey to measure phonics knowledge. LETRS Phonics and Word Reading Survey is used in 3rd through 5th grade to assess student knowledge in phonemic awareness, phonics and word reading, specifically for students who have gaps in this area. The district Curriculum Frameworks and Assessment Plan have gone through multiple rounds of revision and feedback cycles. They are based on the UFLI, Heggerty, and HMH:Into Reading curriculum resources. This process has helped us make sure that our instruction in foundational skills is using high impact strategies that improve word recognition skills, which will also improve fluency and reading comprehension. Our teachers are also regularly engaging in PLT's around learning from the LETRS training modules, which builds capacity both collectively and individually for stronger pedagogy and instruction that is aligned to the science of reading and in accordance with SC College and Career Standards.

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 multiple tools to determine targeted pathways of intervention for our students who have failed to demonstrate grade-level reading proficiency. It is important for us to determine whether the most pressing need is along the word recognition side of the reading equation or more on the language comprehension side.

The iReady diagnostic assesses skills in phonemic awareness and phonics. If a student is shown to have weaknesses in these areas of reading, the LETRS Phonics and Word Reading Survey is required in 3rd through 5th to narrow the focus of what they may need. K-2nd can use this same assessment or CORE phonics. We also use Oral Reading assessments that include data on accuracy, fluency and comprehension skills to help determine what role the word recognition strand may be playing in the bigger picture of reading comprehension. When analyzing language comprehension skills, we again turn first to the iReady diagnostic data. This shows competencies or weaknesses in vocabulary, overall comprehension and breaks down comprehension skills into informational and literary. Once we have established that a student may need more support in reading. We begin a documented plan of interventions in the classroom. After collecting that data, we meet as an MTSS team to determine if the student may need more intense intervention. In K-2nd, that may mean the student receives extra support through our RTI team. Our team of interventionists serve students in Tier 2 and 3 in small group or individual targeted lessons. In 4th and 5th grade Tier 2 students are served in the classroom in small groups, while Tier 3 is served by our RTI team to more closely monitor their progress.

The Rtl team uses easyCBM for Tier 3 students to progress monitor students biweekly to evaluate their response to intervention. For Tier 2 students, i-Ready Growth Monitoring is used, along with classroom assessments and other curriculum-based measures to monitor progress.

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.

To help parents in our school understand how to support their student as a reader and writer, we have several systems and events in place. First, after each iReady diagnostic (3 times a year), parents receive a report via Parent Square to help them understand where their student is performing as a reader and writer. We also hold a curriculum night each fall, a Parent University event and a literacy workshop in conjunction with a parent breakfast in order to help parents explore ways to help support their student as a reader and writer. Our parent liaison also sends a weekly newsletter and hosts a weekly in-person workshop for pre-K students, Little Stars, to give tips, materials and support to parents in the area of reading and early literacy. Our 4K teachers, in accordance with CERDEP, also host a parent workshop that helps parents support their students in ELA. Regularly scheduled parent conferences also emphasize ways to support students as readers and writers. Each grade level also holds at least one celebration of learning in collaboration with our Title One parent liaison. This includes a chance for parents to come in and celebrate their child's achievement and a support session for parents on how to support their child at home in skills that are aligned with SC College and Career Ready Standards in ELA.

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.

We use iReady Inform to screen for reading skill across grade levels. The iReady data is utilized to identify students who may need intervention. When a student scores below the 25th percentile on iReady, this triggers teachers and our RTI teachers to take a closer look at that student. The classroom teacher also can trigger this process of looking more closely at a student at any point by submitting a Request for Assistance Form. This form goes to both our Lead Interventionist and the Literacy Coach. We regularly engage in Data Rountables as a collaborative team, to then look more closely at other sources of diagnostic data. These include the LETRS spelling inventory, Oral Reading Assessments and LETRS Phonics and Word Reading Survey. Because early intervention is so important, we also use other tools in kindergarten and 1st grade at the beginning of the school year. In kindergarten, we use the Kindergarten Readiness Assessment (KRA) to help us determine general readiness in reading. In first grade, we use the Early Literacy Observation survey to help determine what reading needs are the most prevalent for individual students. Once we have determined that students are in need of intervention, teachers engage in a Documented Classroom Intervention (DCI) process to implement strategic small group instruction and progress monitoring. The DCI process allows teachers to begin the intervention process at Tier 1 in small groups, while gathering more intentional data. During our MTSS Leadership discussions, team members make suggestions and recommendations for next steps for students. After determining a student would benefit from more intensive interventions in Tier 2, students are assigned to one of our certified interventionists for strategic and evidence-based instruction targeted to their needs. These include addressing gaps in foundational skills and comprehension. iReady Growth Monitoring is used in Tier 2 once per month to monitor progress. EasyCBM is used for progress monitoring for students in Tier 3. When easyCBM is used, it is administered biweekly for students working on fluency and word decoding.

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 most important training we are providing to build capacity for our teachers in the science of reading and structured literacy is the Lexia based, LETRS training. Every Pre K-5 homeroom teacher, RTI teacher, Special Education teacher, MLP teacher, administration and the school based literacy coach are engaging in this new learning. Thirty staff members have completed LETRS training. We also continue to build understanding of foundational literacy skills through grade level PLC's as we examine more closely the 2023 SCReady standards that are related to those skills. Embedded professional development is ongoing throughout the year with our Literacy Coach. Coaching cycles are built around what each teacher or grade level team needs in regards to literacy. This can be implementing strategies and practices from our learning in the LETRS units, using data from assessments to make instructional decisions, more effective use of Heggerty, UFLI or HMH:Into Reading, or instruction that more effectively reaches the depth of the SCReady standards at each grade level. As our grade level PLC's continue to build understanding of foundational literacy skills in their Professional Learning Team meetings, we are also regularly looking at data from unit assessments, common formative assessments and other data points to align our instruction with SCReady Standards and Science of Reading practices. This allows us to see how students are performing and better assess whether the instructional practices we are using are meeting the needs of our students. It also allows for open, collaborative discussion of grade level assessments, especially in 2nd-5th grade, to determine if the assessments are aligned to SCReady Standards and instructional practices. The administration and literacy coach regularly engage in classroom walk-throughs, analysis of small group instruction and discussion with grade levels about the importance of building our capacity for the learning we are receiving in LETRS and the practices that will have the highest impact on our students.

Section G: District Analysis of Data

Strengths

Engaging in the data analysis process through our PLC process and quarterly data dives to ensure students are achieving at their highest levels through high quality literacy practices.

All five pillars of reading instruction(phonological awareness, phonics, fluency, vocabulary, and comprehension) are included in instructional plans at every grade level. The use of HQIM materials continue to support our instructional goals and the needs of our students.

Strong system for communicating how students are performing in reading through Parent Square communication, parent-teacher conferences and how to help their reader through regularly scheduled events during the school day and in the evening with our Parent University sessions.

Clear and intentional processes and procedures to ensure our students are receiving the support they need. This is largely due to systems put into place by our RTI team and Lead Interventionist. Continued communication and collaboration across all parts of the MTSS team also supports this goal.

Possibilities for Growth

Consistently strong instruction and assessment aligned to science of reading and structured literacy practices in K-2, specifically assessments for word reading in 2nd grade.

Two subgroups, students with IEP's and our ML students, require stronger instruction that emphasizes science of reading and structured literacy practices to reach their literacy growth goals.

A stronger focus is needed on using a broader array of summative and formative assessment data to make instructional decisions for intervention groups to close achievement gaps and accelerate student progress. Making sure that those assessments are clearly aligned to SC College and Career Ready Standards is also an area that we continue to work. This will directly impact Tier 1 instruction and indirectly impact the need for Tier 2 and 3 instruction.

Description Area	*Note: The questions below are included to gauge school-level LETRS implementation. Teachers for state-funded LETRS training include: K-3 Classroom Teachers 4-5 Classroom Teachers Reading Coaches Reading Interventionists K-5 Special Education Teachers Middle Level Special Education Teachers School Administrators Multi-lingual Teachers PreK CERDEP Teachers PreK CERDEP Teaching Assistants
How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?	2
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	30
How many eligible teachers in your school are beginning Volume 1 of LETRS this year?	2
How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	2
How many CERDEP PreK teachers in your school have completed EC LETRS?	3
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	Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 41% (Spring 2025) to 49% in the spring of 2026
Goal #1 Progress	We exceeded our goal for 3rd graders scoring meets or exceeds this year. Saxe Gotha elementary had a total of 57% of students in 3rd grade that scored meets or exceeds in the spring of 2025.

Previous Goal #2

The number of students in grades K-5 meeting or exceeding their typical growth target will improve from 67% to 70% on iReady Reading Benchmark in the spring of 2026.

Goal #2 Progress

68% of students met their typical growth on iReady Inform in spring of 2026. While we saw some improvement in students achieving their typical growth goal, we did not meet our goal of 70%. In reviewing the growth data, it is clear that our biggest opportunities to have more students meet their typical growth goal is in 4th and 5th grade. This year we have decided to team teach in both of those grade levels, so teachers can deepen their own knowledge of SCReady standards in ELA. As they build this, their clarity on what the standards require will grow. This will translate to more student clarity as well. When everyone is able to really understand what success looks like then, students can take more ownership of their learning. This along with explicit instruction and the use of HQIM will hopefully get us a little bit closer to that 70% mark for typical growth.

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

Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 57% (Spring 2026) to 60% in the spring of 2027

Goal #1 Action Steps

1. The workshop model will continue to be implemented during the 90 minute ELA block with emphasis on the five pillars of phonological awareness, phonics, fluency, vocabulary, and reading comprehension. HQIM materials will remain an emphasis when developing instructional materials.
2. Teachers will continue to grow instructional knowledge of phonological/phonemic awareness and phonics through LETRS training.
3. Teachers will collect and use current data to plan and implement small group instruction during the ELA block. During our bi-monthly PLC's with the literacy coach, time will be set aside to discuss small group instruction.
4. Administration will hold data meetings 3 times a year with each grade level to monitor student progress.
5. Students and teachers will collaborate to set measurable, short term goals aimed at growing students' reading behaviors. This will Include strategic goal setting sessions with students 3 times a year with administrative support.
6. Parents are contacted after each iReady Inform Diagnostic. Teachers will contact parents concerning students who are performing below grade level in order to share expectations for reading growth and collaborate on how to help students grow as readers.
7. K-5 students will receive targeted small group and individualized interventions through MTSS as determined by iReady reading assessments (both current and historical data), phonemic awareness/phonics assessments, oral reading assessments and teacher formative classroom data documentation.

Current Goal #2

Goal #2 The number of students in grades K-5 meeting or exceeding their typical growth target will improve from 68% to 71% on iReady Inform Reading Benchmark in the spring of 2027.

Goal #2 Action Steps

1. The workshop model will continue to be implemented during the 90 minute ELA block with emphasis on the five pillars of phonological awareness, phonics, fluency, vocabulary, and reading comprehension.
2. Teachers will continue to grow instructional knowledge of phonological/phonemic awareness and phonics through LETRS training.
3. Teachers will collect and use current data to plan and implement small group instruction during the ELA block. During our bi-monthly PLC's with the literacy coach, time will be set aside to discuss small group instruction.
4. Administration will hold data meetings 3 times a year with each grade level to monitor student progress.
5. Students and teachers will collaborate to set measurable, short term goals aimed at growing students' reading behaviors. This will include strategic goal setting sessions with students 3 times a year with administrative support.
6. Parents are contacted after each iReady diagnostic. Teachers will contact parents concerning students who are performing below grade level in order to share expectations for reading growth.
7. K-5 students will receive targeted small group and individualized interventions through MTSS as determined by iReady reading assessments (both current and historical data), phonemic awareness/phonics assessments, oral reading assessments and teacher formative classroom data documentation.
8. This year we will implement team teaching in 4th and 5th grade in order to give ELA teachers more time to become true experts in ELA.

File Upload (optional)
