Lucy T. Davis Elementary School
South Carolina Department of Education
Read to Succeed Primary and Elementary Reading Plan
2026-2027

LETRS Questions:

- How many teachers in your school have completed Volume 1 ONLY of LETRS? 2
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 26
- How many teachers in your school are beginning Volume 1 of LETRS this year? 1
- How many 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? N/A
- How many CERDEP PreK teachers in your school are beginning EC LETRS this year? N/A

Section A: 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.

Reading assessment and instruction for K-5th grade students at Lucy T. Davis Elementary School includes all structured literacy components to aid in the comprehension of texts to meet grade-level English/Language Arts standards. With oral language development being crucial to establishing a strong foundation for reading and comprehension, our teachers use a variety of explicit and evidence based strategies such as Orton-Gillingham and other science of reading based programs for phonology, morphology, phonemic awareness, phonics, and fluency. Lucy T. Davis Elementary School teachers target semantics (vocabulary), syntax, pragmatics, and overall comprehension through our structured literacy based, indicator aligned curriculum of HMH Into Reading.

When it comes to assessing these critical components, we use a multifarious approach to assessments. We use the following assessments to either screen, progress monitor, and/or measure growth for our students. Kindergarten teachers use KRA data to drive instruction. Our K-2 teachers use Orton-Gillingham daily as well as quarterly to notice trends with oral language, phonological awareness, phonics, and fluency in grade level, classroom, and tiered groups (intervention). Lucy T. Davis Elementary School teachers also use STAR Reading and Early Literacy as our universal screener that helps in identifying students with achievement gaps in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension for MTSS. STAR is also used as a benchmark assessment. Our teachers utilize STAR CBM (Passage Oral Reading) to track fluency and for progress monitoring for MTSS goals. Teachers at Lucy T. Davis Elementary School use HMH weekly and module skills assessments to measure grade specific state standards and indicators that are aligned to structured literacy. All teachers use Lexia daily as it is differentiated to meet individual student needs. Lexia targets oral language, phonological awareness, phonics, fluency, vocabulary as well as comprehension. Lexia is also reviewed as a component for MTSS data. Our 3-5 teachers use LinkIt, our district benchmark, which is based on state standards and indicators. All teachers use Write from the Beginning and Beyond rubrics to intentionally drive writing instruction to both their whole group and small groups. At Lucy T. Davis Elementary School, we use these assessments to thoughtfully analyze individual, group, and classroom performance and progress to inform instruction.

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.

Lucy T. Davis Elementary School teachers assess and instruct students in word recognition so that students become more accurate and automatic readers. Through the explicit and systematic approach of Orton-Gillingham, teachers K-2 consistently teach and assess phonological awareness, phonics, decoding, and sight recognition of familiar words in both whole group and small groups. Our teachers use the South Carolina Indicator Aligned Inventory for Word Recognition along with Orton-Gillingham leveled assessments to analyze data and drive instruction. At Lucy T. Davis Elementary School, our K-3 teachers have all been extensively trained in Orton-Gillingham. In grades 3-5th, teachers instruct students and assess their knowledge of more advanced features of written language (word roots, prefixes, suffixes, word derivations, etc.) by using the structured literacy based, indicator aligned curriculum of HMH Into Reading as well as Orton Gillingham's Morphology + as a supplemental resource. All K-5th grade students use Lexia daily. This is monitored by teachers and administration as well as the reading coach to ensure that progress is being made to support each students' individual needs.

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.

Our school uses STAR Reading and/or STAR Early Literacy as the universal screener to identify students who may be at risk for reading difficulties. Students demonstrating significant risk on the universal screener are reviewed using multiple sources of data, including Lexia, STAR CBM, the LETRS Basic Spelling Screener and other diagnostic assessments, LinkIt, HMH module assessments, classroom performance, and other available student data. These data are analyzed together to identify specific skill needs and determine the appropriate pathway and intensity of intervention.

The school uses the state reading intervention decision tree, along with diagnostic assessment data, to determine whether a student's primary area of need is related to word recognition or language comprehension. Students demonstrating foundational literacy needs receive targeted support based on identified skill deficits in areas such as phonological awareness, phonics, decoding, encoding, automatic word recognition, and fluency. Students who demonstrate adequate word-recognition skills but continue to experience difficulty with comprehension receive targeted support in areas such as oral language, vocabulary, background knowledge, syntax, and comprehension. Intervention placement and instructional decisions are based on multiple data points rather than a single assessment score, and student progress is monitored to determine whether supports should be continued or adjusted.

For students in grades 1–3, Literacy Assessment Portfolios (LAPs) are created for students whose beginning-of-year STAR Grade Equivalent score indicates they are more than one-half grade level below the expected grade-level benchmark. Students receiving

LAPs are provided targeted intervention and progress monitoring throughout the school year. Students in grades 1–3 are considered for Summer Reading Camp based on applicable state and district eligibility criteria at the end of the school year.

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.

Lucy T. Davis Elementary School uses our Title One family surveys to truly meet the needs and concerns of our families in helping support their students as readers and writers at home. Parent needs are addressed through Title One Family Nights with make-and-takes to show families how they can support students at home as readers and writers through fun activities, tip sheets, as well as workshops specific to parent requests like Read to Succeed for Families, SC Ready for Parents, and Reading Renaissance ABCs. We also have our Title One Parent Resource Library with books, pamphlets, and take home activities for families to check out. Our teachers and staff communicate regularly and provide feedback to students and families on student progress towards grade level standards. Our school has a system in place to routinely communicate school happenings, student progress, and grade level expectations. Teachers send home Monday folders with weekly or biweekly progress reports along with graded papers. Each teacher also has a classroom newsletter that goes home weekly. Grades 1 and 2 also send home a weekly phonics newsletter to provide fun and engaging ways for families to practice spelling patterns at home. Lucy T. Davis shares a weekly newsletter from our principal that includes activities, tips or tricks, and things to know regarding standards or assessments. Parent Teacher conferences allow for student work samples, district and state assessments, benchmarks, and more to be explained and discussed thoroughly. Our teachers and staff collaborate across content areas to enhance literacy instruction and present SCCR standards in a digestible way (Family Friendly standards, MLL support, family night performances).

Section E: 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.

Multi-Tiered System of Support (MTSS) is the process to analyze multiple sources of data to make instructional decisions for the whole group, small group, and individual student learning goals at Lucy T. Davis. Our MTSS team consists of administration, coaches, a psychologist, a Reading interventionist, teachers, specialists (Occupational and Speech Therapists), special education teachers, and our school counselor. The MTSS team regularly monitors student performance. For our first through third grade students who score below a set GE (Grade Equalivalent) on STAR, our universal screener, a Literacy Assessment Portfolio is used to track data as well as document parent communication.

Teachers and the leadership team meet regularly to discuss classroom and school decisions for intervention based on all available data (LETRS assessments, STAR, STAR CBM, LinkIt, grades, Module assessments, Lexia, and more). We intentionally analyze this data during our PLCs and also in MTSS conferences (teachers and the reading coach/CTC) to determine the best support for students. The administration team, reading coach, and teachers consistently use digital and physical data walls to monitor reading achievement for each classroom and grade level. Our school monitors reading achievement and growth through Orton-Gillingham lessons and assessments, STAR CBM, Lexia, HMH module assessments, MTSS, STAR & Accelerated Reader, reading conferences, data digs, and planning for our intervention block. Our school has an intervention block called OOTM (Owls on the Move). During this time, all Tiers are working on goals specific to their academic needs (intervention and/or enrichment).

When progress-monitoring data indicate that a student is not responding adequately to intervention, the MTSS team adjusts support as needed by regrouping students, modifying instructional strategies, increasing the frequency or intensity of intervention, or moving students to a more intensive tier of support.

Section F: 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.

Lucy T. Davis Elementary School provides teacher training based in the science of reading, structured literacy, and foundational literacy skills to support all students in K-5th grades through many modalities. Our teachers participate and collaborate within weekly Professional Learning Communities called RALLY meetings. During these RALLY meetings, educators work together with the leadership team and colleagues to deconstruct SCCCR Standards for ELA and determine adjustments and modifications needed to support student achievement. Educators also collaborate to review and analyze data to drive instruction for Tier 1, Tier 2, and Tier 3 students. We also use this time to showcase or practice applying explicit and science of reading based instructional strategies. Lucy T. Davis Elementary School has provided Write from the Beginning and Beyond writing training for educators which includes learning progressions at differing stages. Our teachers are provided opportunities to participate in classroom observations as well as webinars offered by Lexia or the state department. All K-3 teachers are trained in Orton-Gillingham, and are currently going through LETRS training. Our school offers quarterly training by a Lexia consultant. Our teachers may also attend Renaissance Trainings.

Section G: Analysis of Data (Use above and any current data such as 2025-2026 SC Ready Scores, current STAR reports, module assessments, etc.)

Strengths	Possibilities for Growth
• 3rd grade exceeded their growth target of 72.6%, achieving **76.2%** Meets/Exceeds. • Out of 18 targeted K–3 classroom teachers, 17 successfully earned state completion certificates (a 94.4% success rate). The single gap in completion was due to staff turnover (a teacher leaving education), rather than a failure of implementation or completion by active staff. • The percentage of teachers requesting training dropped sharply from 35.5% to 14.7% (5 out of 34 survey respondents). While technically short of the ambitious 10% target, this reflects a 20.8 percentage point reduction, indicating that staff capacity and confidence in MTSS/interventions increased substantially over the evaluation period. • Our beginning of the year STAR reading assessment shows High At/Above Benchmark Performance with 66.8% of tested students (346 of 518) scoring At/Above Benchmark. • Grade 2: 69.5% (73/105) • Grade 3: 71.3% (72/101) • Grade 4: 68.2% (73/107) • Grade 5: 68.2% (75/110)	• 4th grade has the highest percentage of students in the "Approaches Expectations" category (23.7%), compared to 15.8% in 3rd grade and 12.9% in 5th grade on SC Ready. • 5th grade shows nearly double the percentage of students in "Does Not Meet" (14.0%, ~13 students) compared to 3rd and 4th grade (both at 7.9%) on SC Ready. • Our beginning of the year STAR reading assessment shows Elevated "Urgent Intervention" in 1st grade(21.1%).

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

Lucy T. Davis Elementary School
South Carolina Department of Education
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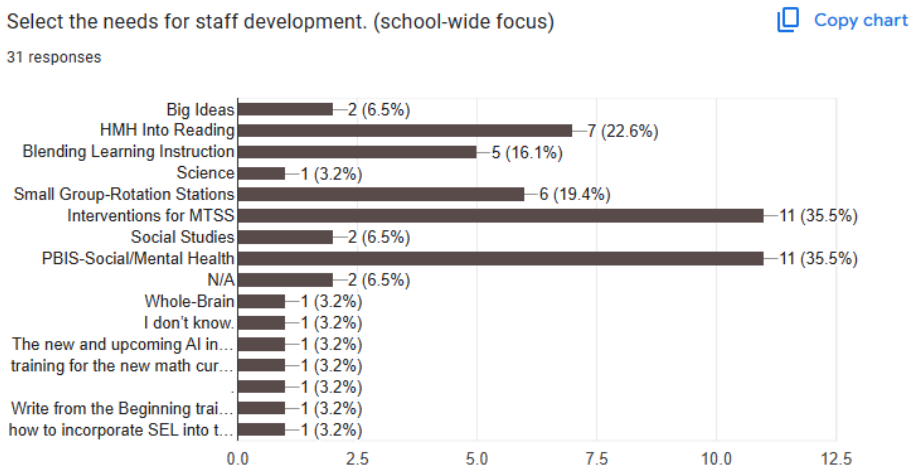
2026-2027

- 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
Goal #1 (Third Grade Goal): We will increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 69.6% to 72.6% in the spring of 2026.	Lucy T. Davis Elementary **exceeded** its third-grade SC READY ELA goal. The percentage of third-grade students scoring Meets or Exceeds increased from 69.6% in spring 2025 to 76.2% in spring 2026, exceeding the school's target of 72.6%."
Goal #2: By July 2026, all 18 K-3 classroom teachers will complete their needed LETRS training. Baseline data for Goal 2: • How many teachers in your school are beginning Volume 1 of LETRS this year? **2** • How many teachers in your school are beginning Volume 2 of LETRS this year? **28** • **18** of these 30 participants are K-3 classroom teachers.	At Lucy T. Davis Elementary School, we had **17** K-3 classroom teachers complete their needed LETRS training. Measure of progress: Based on the state department's certificates issued to participants with successful completion of LETRS Volume One and Two. We had one Autism Self Contained K-3 teacher who did not complete LETRS Volume 2 training due to leaving education.
Goal #3: By July 2026, Lucy T. Davis will decrease the percentage of K–5 teachers requesting training in Multi-Tiered Systems of Support (MTSS) and research-based interventions from **35.5% to 10%**. Baseline data for Goal 3: LTD Title 1 Teacher Spring Survey 24-25	At Lucy T. Davis Elementary School, we did decrease the percentage of K-5 teachers requesting training in Mutli-Tiered Systems of Support (MTSS) and research-based interventions but did not meet our percentage goal from 35.5% to 10%. We had **14.7%** of K-5 teachers requesting training for MTSS interventions. Measure of progress: Based on LTD Title 1 Teacher Survey 25-26 5 out of 34 Teachers requested training for MTSS Interventions

Lucy T. Davis Elementary School
South Carolina Department of Education
Read to Succeed Primary and Elementary Reading Plan
2026-2027

Goals	Progress
	

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

Goals	Progress
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 76% to 78% in the spring of 2027.	• The literacy coach will plan, coordinate, deliver, and monitor PLCs on the following: Writing, SC Ready ELA data review to include SC Ready sample questions, in class interventions along with MTSS, and LinkIt data dives for question analysis. • Teachers will review the SC READY ELA Grades 3-5 Data Review Report from the SCDE with the administration team and literacy coach and discuss those suggestions. • Teachers will utilize the SC Ready sample questions, tutorials, and online tools training (OTT) provided by the SCDE.

Lucy T. Davis Elementary School
South Carolina Department of Education
Read to Succeed Primary and Elementary Reading Plan
2026-2027

Goals	Progress
Baseline: 2026 SC READY Scores - Lucy T. Davis Elementary (2101051) by Grade Level South Carolina College - and Career-Ready Assessments (SC READY) Test Scores By Grade Level VIEW SCORES GO BACK Lucy T. Davis Elementary Scores Notes: 1. These statistics may differ from those in state and federal accountability results. They were calculated based on where students tested regardless of school entry date. Home school students were excluded. 2. If the number tested is less than 20, no other statistics appear. SC Ready by Grade Level English Language Arts (ELA)	• In-class intervention and intensive reading intervention (through our reading interventionist) will be provided for struggling readers through MTSS. Intervention will be documented in Enrich and strategies to support students at home will be communicated with parents. • The school will focus on early intervention beginning as early as Kindergarten so that students can have support earlier on. • The literacy coach will work with teachers on early intervention strategies backed by the science of reading. • Teachers will provide students ample opportunities to read and write as we know that reading and writing fluency directly correlates with higher test scores and better readers overall. • Teachers will work with the literacy coach to ensure standards are being taught correctly and with rigor. This will be observed in lesson plans and classroom observations. • Teachers and the literacy coach will attend Florence One Renaissance professional development throughout the school year. • Teachers will utilize school data to inform instruction as well as provide intervention (LinkIt!, OG, STAR,CBM, LETRS assessments & screeners, IXL, Lexia, etc.). • Teachers will work with the literacy coach on utilizing IXL and Progress Learning to support differentiated instruction that compliments Florence One's CAD. • The literacy coach will provide support to grade level teams or individually with lesson planning and creation of resources.

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations	Mean Score	Standard Deviation
3	101	7.9%	15.8%	36.6%	39.6%	76.2%	92.1%	524.4	111.8
4	114	7.9%	23.7%	38.6%	29.8%	68.4%	92.1%	551.6	104.2
5	93	14.0%	12.9%	39.8%	33.3%	73.1%	86.0%	586.7	96.2

SC Ready by Grade Level

Goals	Progress
	• The literacy coach will support third grade teachers by working with the third grade team in planning and executing small reading and writing groups. • The literacy coach will review Lexia data each week with third grade teachers and students. • The literacy coach will review student Accelerated Reader logs and monitor and provide comments on diagnostic reports for Accelerated Reader. • The literacy coach will review STAR data and analyze skill strands with third grade teachers. • The literacy coach will review LINKIT data and analyze skill strands, DOK, and question formats with third grade teachers. • The literacy coach will continue to provide explicit and research based Write from the Beginning training to teachers. • The literacy coach will provide support in finding materials and resources as well as implementing reading inventories, movement in reading, and book clubs.
<u>Goal #2:</u> Increase the percentage of first graders scoring At or Above Grade Level from 57% on STAR Reading to 67% in the spring of 2027. Baseline: 52 students scored At or Above Grade Level on our BOY Fall STAR Reading benchmark (52/90 students).	• The literacy coach will work with the reading interventionist and first grade teachers to send home weekly decodable passages and targeted decodable word lists aligned with the classroom scope and sequence, accompanied by short parent guides on how to practice phonics skills at home. • The literacy coach will work with the reading interventionist and first grade teachers on administering STAR CBMs (Curriculum-Based Measures) or short progress-monitoring probes every 2 weeks for Urgent Intervention students and monthly for "On Watch" students.

Goals	Progress
	• The literacy coach will hold monthly grade-level PLC (Professional Learning Community) data meetings to adjust Tier 2/3 groupings based on growth trends. • The literacy coach will work with the reading interventionist and first grade teachers to ensure daily implementation of explicit phonological awareness (blending/segmenting) and systematic phonics instruction during Tier 1 instruction, transitioning students from decodable readers to grade-level authentic text. • The literacy interventionist will provide intervention students with structured decoding and encoding interventions that are LETRS-aligned, explicit systematic phonics interventions (e.g., orthographic mapping routines, decodable text practice) in small groups of no more than 6 students for 30 minutes daily, outside of the core reading instruction window. • The literacy coach will monitor HMH weekly and module assessments and analyze data with teachers to better direct their daily and weekly instruction. • First grade teachers will review and analyze HMH weekly and module assessments to determine small group instruction, reteaching, as well as enrichment or extension. • First grade teachers will complete the LETRS basic spelling screener at least 3 times a year; completing the class composite sheet to drive phonics instruction. • The literacy coach will monitor weekly Lexia usage for both goals and minutes. The literacy coach will assist teachers in delivering “red apple” lessons.

Goals	Progress
	• The literacy coach will review student Accelerated Reader logs and monitor and provide comments on diagnostic reports for Accelerated Reader.
Goal #3:By May 2027, Lucy T. Davis will decrease the percentage of K–5 teachers requesting training in Multi-Tiered Systems of Support (MTSS) and research-based interventions from 14% to 10%. Baseline: LTD Title 1 Teacher Survey 25-26 5 out of 34 Teachers requested training for MTSS Interventions	• The literacy coach will conduct a targeted needs assessment for all teachers for MTSS support to determine if their need is in data analysis (e.g., STAR CBMs/Lexia), selecting specific Tier 2/3 interventions, or navigating the MTSS documentation workflow. • The literacy coach will provide personalized, low-stress coaching sessions. These coaching sessions will allow for co-planning intervention groups for "Owls on the Move" (OOTM) intervention block and review student progress data together. • The literacy coach will create a simplified 1-page digital flowchart and "Intervention Menu" that links core screeners (STAR, Lexia, Orton-Gillingham) directly to approved, turn-key research-based interventions to help reduce guesswork when placing students in the intervention system. This will be delivered and revisited through monthly PLCs. • The literacy coach will issue check-in surveys throughout the year to gauge teacher confidence in MTSS implementation. The feedback will be used to deliver short, targeted micro-learnings during grade level meetings on common pain points.

Goals	Progress
	• Teachers will meet with administration, the reading coach, and the reading interventionist for monthly MTSS check-ins.