**Henry Timrod 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? 4
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 16
- How many teachers in your school are beginning Volume 1 of LETRS this year? 3
- How many teachers in your school are beginning Volume 2 of LETRS this year? 4
- 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.

To aid in the comprehension of texts to meet grade-level English/Language Arts standards teachers create daily reading, writing, grammar, and phonological awareness lesson plans in which they utilize the South Carolina College and Career Ready Standards for English Language Arts. Teachers purposefully and thoughtfully plan lessons that follow the gradual release model in which they model, guide students, and provide opportunities for independent practice for targeted skills. Teachers use read-alouds, interactive discussions, and shared reading activities to build students' listening and speaking skills. Teachers also use the HMH reading series to aid in their instruction. All K-3 grade teachers and classroom assistants have been trained in OG and deliver OG lessons in whole class, small groups, and/or one on one settings. In addition, teachers utilize Lexia to supplement daily instruction for the five areas of reading. Sound walls will also be incorporated within grades K-2 to help with the explicit and systematic teaching of phonics, phoneme blending and segmentation practice. Furthermore, teachers are continuing to use Progress Learning, an online practice and test prep program that is aligned with our state standards and supports student learning.

Reading Assessments are vital in helping teachers make instructional decisions that will aid students in the comprehension of texts. Both informal and formal assessments are utilized to guide instruction. All students in grades K-5 take STAR, our universal screener, three times a year to identify their needs and monitor progress. Linkit Benchmarks are administered to students in grades 3-5 at the beginning, middle, and end of year. Linkit data gives insight to how students are performing on grade level standards, help teachers differentiate instruction to meet student needs, and measure student growth on specific standards and the overall curriculum. Students in 1st-5th grades also complete Text Dependent Writing prompts throughout the year to demonstrate their ability to connect reading to writing. TDW rubrics are utilized to monitor students' writing abilities and how well they analyze and use information from a text. Students continue to work within the online Lexia platform which provides differentiated practice activities for all students. Kindergarten teachers administered the Kindergarten Readiness Assessment to 5K students. This assessment helps teachers better understand the students' readiness level for school and provides data they use to meet the students' individual needs. HMH weekly assessments and Module tests,selection quizzes and spelling tests are analyzed to identify students strengths and weaknesses

across targeted literacy skills and grade-level standards.

To further assist meeting the needs of all students, we use the MTSS process to analyze multiple sources of data to make instructional decisions for whole group, small group, and individual student learning goals. In addition, weekly Professional Learning Communities are held in which teachers collaborate with the Literacy Coach, Curriculum Technology Coach, and Media Specialist to modify instruction and to plan and evaluate interventions based on assessment data.

**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.

Word Recognition assessment and instruction for all students are further aligned to the science of reading, structured literacy and foundational literacy skills. All eligible teachers, coaches, administrators, and interventionists have completed or are currently completing LETRS training. All teachers and assistants in grades K-3 have been trained in Orton-Gillingham methodologies.This training equips classroom staff to deliver explicit, systematic, and multisensory foundational instruction daily.

Students in grades K–5 complete the STAR assessment three times each year as a universal screener to track academic progress across reading components. K–2 teachers administer OG Benchmark Assessments three times per year as a direct diagnostic tool. These assessments identify specific gaps in phonological awareness, phoneme-grapheme mapping, and decoding. Grade-level teams regularly analyze these diagnostic data alongside reading interventionists to structure targeted Tier 1 whole-group and small-group lessons that address students' specific skill deficits.

Teachers include sound wall activities throughout lessons in grades K-2 to help students build an understanding of sounds and their relationship with letters and words.Daily core phonics instruction incorporates explicit, sequential frameworks like Orton-Gillingham and UFLI Foundations, ensuring students learn to map sounds to letters systematically. Lexia Core 5 is used as a supplemental tool for additional skill practice for all students.In grades 3–5, core instruction shifts toward advanced structural analysis, targeting multisyllabic decoding, syllable types, and morphology—such as prefixes, suffixes, and Latin or Greek roots—to support expanding academic vocabulary. When upper-elementary students exhibit persistent foundational gaps, reading interventionists partner with classroom teachers to deliver explicit, targeted Tier 2 and Tier 3 interventions using UFLI and OG frameworks to close these deficits. Utilizing these science of reading resources will ensure that all students with or without academic challenges will get the support they need to become proficient readers.
In addition, students take the STAR assessment three times each year to identify their needs and monitor their academic progress. Teachers analyze the data to plan appropriate instruction for the different components of reading.

**Henry Timrod Elementary School**
South Carolina Department of Education
Read to Succeed Primary and Elementary Reading Plan
2026-2027

**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.

Three times each year students are universally screened using the STAR test. Kindergarten students take STAR Early Literacy and students in 1st-5th grades take STAR Reading. After analyzing data, teachers collaborate with instructional coaches and administrators to determine targeted pathways of intervention for students in PreK-5th grade who have failed to demonstrate grade-level reading proficiency. Students demonstrating significant risk on the universal screener are reviewed through the MTSS process using multiple sources of data to determine whether targeted Tier 2 intervention is appropriate Individual goals for interventions are determined by the MTSS team utilizing student data and the MTSS Decision Tree. The team collaborates to determine if a student's reading difficulties stem from word recognition or language comprehension challenges. Regular progress monitoring ensures that interventions are adjusted based on individual student progress. Students in 1st grade who do not have a scale score of 852 are administered STAR EL. Analyzing STAR EL data gives teachers insight into learning gaps students may have with early literacy skills. Using data from both STAR Assessments, first grade teachers work with the school's instructional coaches and administrators to create learning targets for identified students. Teachers in grades 2nd-5th collaborate with the school's reading interventionists, instructional coaches and administrators to create learning targets for identified students as well. Literacy Assessment Portfolios (LAPs) are created for students in grades 1–3 whose beginning-of-year STAR Grade Equivalent score indicates they are more than one-half grade level below the expected grade-level benchmark. Any student in 3rd grade, at the end of the year, not meeting grade-level reading targets is required to attend Summer Reading Camp. Students in 1st and 2nd grades, at the end of the year, not meeting grade-level reading targets will be invited to attend Summer Reading Camp. All students in grades K-5 participate in daily small group activities as part of Tier 1 instruction to further meet the student needs.

**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.

Regular communication about what's happening at school is the start of helping parents understand how they can support students as a reader and writer at home. Newsletters are sent home weekly and identify skills in which students are learning within all components of reading. Assessment dates are also announced within newsletters so parents can help students prepare for tests. In addition, study guides are given to students in class and sent to parents as a guide when studying. A Literacy night is held in which parents participate alongside students as they engage in literacy activities that correlate to the five components of reading. During our Title One Literacy night, parents are also given resources they could use to help students practice reading and writing skills at home such as decoding and comprehension bookmarks, comprehension resources, etc. Parent-teacher conferences are conducted

at least twice a year to discuss student progress towards grade-level standards. During conferences, parents are given and explained student data from assessments such as STAR, LinkIt, HMH Weekly Assessments and Module Tests, spelling tests, etc. Together, parents and teachers discuss ways in which students can be helped at home to increase and/or maintain academic achievement. Parents and other stakeholders are also invited to attend SIC meetings in which ideas are discussed that focus on school improvement and student academic achievement. Parents are also part of the MTSS team and attend MTSS meetings where they learn of different strategies they can implement at home that will support student learning.

**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.

To ensure ongoing monitoring of reading achievement and growth for all students in grades Kindergarten to 5th grade, we utilize the universal screener that is STAR, LinkIt Benchmarks, progress monitoring tools and conduct collaborative meetings with teachers, parents, administration, coaches and interventionists to make informed decisions about interventions and support. The universal screeners are given three times during the year (fall, winter, and spring) and assess all students' reading abilities and identify those at risk for reading difficulties. OG benchmark assessments, KRA and TDW rubrics are used to pinpoint a student's specific area of need, such as letter or sound knowledge, word recognition or language comprehension. LAP documents are utilized for students in 1st, 2nd and 3rd grades not meeting grade level standards. We utilize a comprehensive Multi-Tiered System of Supports (MTSS) framework to analyze multiple data sources and make informed decisions for whole group, small group, and individual student learning goals. Identified students work in targeted small groups during intervention time or times throughout the day with the classroom teacher and/or interventionists to address literacy deficiencies. Our afterschool program supports 3rd, 4th and 5th grade students who need additional support in reading skills. Lexia is used on a daily basis within small groups to close literacy gaps for each individual student. Lexia reports are analyzed on a weekly basis to monitor student growth and achievement. Teachers use a variety of formative and classroom based assessments to monitor student growth and adjust instruction as needed. Feedback on teacher lesson plans and classroom observations aid in the monitoring of high-quality Tier 1 instruction. Progress monitoring is used to track growth at least every two weeks. The school's administrative team collects and analyzes student data on reading module assessments and gives feedback to teachers on an on-going basis to help improve student achievement.

**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.

All eligible teachers are currently taking or have recently completed LETRS training. Teachers meet face to face with a LETRS representative four times a year for two years. In addition, all participants complete a virtual component of each of the LETRS units to enhance learning. Pre and Post assessments are taken to show growth of knowledge based in the science of reading, structured literacy, and foundational literacy skills. All current K-3 teachers and assistants have also been trained in OG. In upcoming PLC meetings, teachers and instructional coaches will begin discussing information learned during LETRS and OG training and how to apply to their teaching. In addition, during PLCs teachers will learn more about sound walls and how to best implement them within their daily instruction. Trainings will focus on explicit, systematic phonics instruction and structured literacy practices to build strong foundational skills. Renaissance training for Universal Screening Data is consistently made available for teachers during District professional development days. To further support teachers and their new learnings, instructional coaches and the media specialist will provide model lessons, observe classrooms, and offer feedback to improve instructional practices.

**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 |
|---|---|
| • 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.<br>• Teachers communicate effectively with parents to help them understand how they can support the student as a reader and writer at home.<br>• The school monitors reading achievement and growth at the classroom and school level with decisions about | • 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<br>• Strengthen grade-level reading comprehension and stamina across K-5 by utilizing higher level text-dependent questioning, close reading strategies, and monitored independent reading blocks |

| Strengths | Possibilities for Growth |
|---|---|
| PreK-5th grade intervention based on all available data to ensure grade-level proficiency in reading. | |

**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 |
|---|---|
| Goal #1 (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of 2026 as determined by SC READY from 24.6 % to 12.6 % in the spring of 2026. | During the 2025-2026 school year, the Reading Coach, Curriculum Technology coach and administration held Data and MTSS meetings with teachers to identify and plan interventions for Tier 2 and Tier 3 students. Classroom teachers and interventionists utilized OG strategies to help support student learning. In addition,Linkit, STAR and Lexia data was analyzed frequently to further enhance student achievement. As a result of differentiating instruction, focusing on individual needs and analyzing data, there was an increase in 3rd grade achievement on SC Ready. In spring 2026, 68.4% of third-grade students scored Meets or Exceeds on SC READY ELA, while 10% scored Does Not Meet. The percentage of students scoring Does Not Meet decreased by 14.6 percentage points, exceeding the school's goal of reducing Does Not Meet to 12.6%. |

**Henry Timrod Elementary School**
South Carolina Department of Education
Read to Succeed Primary and Elementary Reading Plan
2026-2027

| Goals | Progress |
|---|---|
| Goal #2: By the end of the 2025-2026 school year, our goal is to increase the percentage of 5th grade students scoring Meets and Exceeds from 57% (39/68 students) to 67% (45/67 students) in ELA as measured by SC READY ELA Assessment. | During the 2025-2026 school year, the Reading Coach, Curriculum Technology coach and administration held Data and MTSS meetings with teachers to identify and plan interventions for Tier 2 and Tier 3 students. Classroom teachers and interventionists utilized OG strategies to help support student learning. In addition,Linkit, STAR and Lexia data was analyzed frequently to further enhance student achievement. During the Spring of 2026, 57% of students scored meets or exceeds on SC Ready and 17% scored Does Not Meet. Therefore, the number of 5th grade students scoring Meets and Exceeds stayed the same. We did not meet our goal of increasing the number of students scoring meets and exceeds to 67%. |
| Goal #3: Increase the number of 2nd grade students scoring at or above grade level in Reading from 59% (32/57students) to 70% ( 40/57 students) as measured by STAR Reading in the spring of 2026. | During the 2025-2026 school year, the Reading Coach, Curriculum Technology coach and administration held Data and MTSS meetings with teachers to identify and plan interventions for Tier 2 and Tier 3 students. Classroom teachers and interventionists utilized OG strategies to help support student learning. In addition,Linkit, STAR and Lexia data was analyzed frequently to further enhance student achievement. As a result of differentiating instruction, focusing on individual needs and analyzing data, there was an increase in 2nd grade reading achievement on STAR. During the Spring of 2026, 67% of students scored at or above grade level on the STAR Reading Assessment. This was an increase of 8% growth. However, we did not meet our goal of increasing the number of 2nd grade students scoring at or above benchmark to 70%. |

**Henry Timrod Elementary School**
South Carolina Department of Education
Read to Succeed Primary and Elementary Reading Plan
2026-2027

**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 68.4% to 78.4% in the spring of 2027. | • Currently, instructional coaches and administration plan PLCs in which student data is analyzed with teachers.<br>• MTSS meetings are held and interventions are put in place for students receiving Tier 2 and Tier 3 interventions.<br>• Instructional coaches and Administration monitor implementation of differentiated instruction through classroom observation and lesson plan reviews.<br>• Instructional coaches and Administration will continue to work with teachers in progress monitoring students who are below grade level and analyze data (LinkIt, STAR, Lexia) to further enhance student learning.<br>• Reading Interventionists collaborate with teachers to plan targeted small group lessons to support the needs of identified students and facilitate small group lessons.<br>• Maintain and quarterly update LAP documents for all 3rd-grade students performing below grade-level standards to document targeted intervention pathways, monitor growth, and adjust individualized instructional goals.<br>• Utilize OG assessments and LinkIt diagnostic data to split intervention groups into specific skill tracks, ensuring students receive targeted support in either foundational decoding or advanced text comprehension. |

**Henry Timrod Elementary School**
South Carolina Department of Education
Read to Succeed Primary and Elementary Reading Plan
2026-2027

<table>
<tr><th>Goals</th><th>Progress</th></tr>
<tr><td>Goal #2: Increase the percentage of students in grades 1st-2nd scoring at/above grade level on the STAR Reading Assessment by 10% from the Spring of 2026 to the Spring of 2027.
<table>
<tr><th>Grade Level</th><th>Spring of 2026 At/Above Benchmark</th><th>Spring of 2027 At/Above Benchmark</th></tr>
<tr><td>First</td><td>79%</td><td>89%</td></tr>
<tr><td>Second</td><td>67%</td><td>77%</td></tr>
</table></td><td>• Currently, instructional coaches and administration plan PLCs in which student data is analyzed with teachers.<br>• MTSS meetings are held and interventions are put in place for students receiving Tier 2 and Tier 3 interventions.<br>• Instructional coaches and Administration monitor implementation of differentiated instruction through classroom observation and lesson plan reviews.<br>• Instructional coaches and Administration will continue to work with teachers in progress monitoring students who are below grade level and analyze data (LinkIt, STAR, Lexia) to further enhance student learning.<br>• Reading Interventionists collaborate with teachers to plan targeted small group lessons to support the needs of identified students and facilitate small group lessons.<br>• Implement daily, explicit Orton-Gillingham (OG) during Tier 1 and UFLI phonics/phonemic awareness instruction during Tier 2 and Tier 3 core blocks, utilizing sound walls and tactile manipulatives to secure foundational decoding skills.<br>• Utilize Lexia Core5 daily for differentiated small-group practice, conducting weekly Lexia usage and growth report reviews during PLCs to adjust student pathways.</td></tr>
<tr><td>Goal #3: By the end of the 2026-2027 school year, our goal is to increase the percentage of 5th grade students scoring Meets and Exceeds from 57% (41/72 students) to 67% (48/72 students) in ELA as measured by SC READY ELA Assessment.</td><td>• Currently, instructional coaches and administration plan PLCs in which student data is analyzed with teachers.<br>• MTSS meetings are held and interventions are put in place for students receiving Tier 2 and Tier 3 interventions.<br>• Instructional coaches and Administration monitor implementation of differentiated instruction through classroom observation and lesson plan reviews.<br>• Instructional coaches and Administration will continue to work with teachers in progress monitoring students who</td></tr>
</table>

| Goals | Progress |
|---|---|
| | are below grade level and analyze data (LinkIt, STAR, Lexia) to further enhance student learning.<br>● Utilize LinkIt benchmarks and module assessments quarterly to track standard mastery, identify high-yield ELA indicators needing re-teaching, and adjust whole-group pacing.<br>● Offer targeted academic support during intervention time and Tiger Academy for fifth-grade students demonstrating identified literacy needs, with instruction targeted to specific skills and indicators based on assessment data.<br>● Utilize Lexia Core5/PowerUp daily to provide personalized, adaptive learning paths, holding bi-weekly data reviews to adjust Tier 1 small-group instruction and close specific skill gaps. |