

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? 11
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 14
- How many teachers in your school are beginning Volume 1 of LETRS this year? 8
- How many teachers in your school are beginning Volume 2 of LETRS this year? 11
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? 2
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year? 0

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.

Research-based reading assessment and instruction are non-negotiables at our school. To ensure every PreK–5 student achieves mastery of the South Carolina College- and Career-Ready (SCCCR) Foundational Literacy Standards, our daily instruction systematically builds core competencies across all six essential reading domains:

- Oral Language (PreK–5): Developing expressive and receptive language through structured academic discourse, rich teacher-led read-alouds, and collaborative conversations, laying the auditory foundation for reading and written expression.
- Phonological & Phonemic Awareness (PreK–2): Explicitly training students to isolate, segment, blend, and manipulate speech sounds (phonemes) down to the individual sound level using multisensory Hand2Mind manipulatives and structured routines.
- Phonics & Word Recognition (K–2): Delivering systematic, explicit grapheme-phoneme instruction through the UFLI Foundations manual, immediately reinforced by Savvas decodable texts to ensure students orthographically map letter patterns to automaticity.
- Fluency (K–5): Target-driven practice emphasizing accuracy, appropriate rate, and prosody (expression) through guided repeated readings, timed fluency drills, and decodable passages to free up cognitive space for meaning-making.
- Vocabulary Development (PreK–5): Direct, explicit instruction of tier 2 (high-utility) and tier 3 (domain-specific) vocabulary, morphological analysis (prefixes, roots, suffixes), and contextual strategies to deepen background knowledge and word awareness.
- Reading Comprehension (PreK–5): Scaffolding text-dependent questioning, explicit strategy instruction (summarizing, inferring, predicting), and close reading using Savvas core literature and iReady instructional resources to ensure students analyze complex literary and informational texts at the depth of the SCCCR standards.

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Our instruction is powered by LETRS-trained educators (K–5) who leverage diagnostic data from iReady Assessments and curriculum-embedded tools. By grounding daily practice in the Science of Reading, we ensure every student receives targeted, rigorous instruction aligned to their exact learning trajectory.

In our building, assessment is ongoing, using formal and informal measures to monitor progress across all areas of literacy. Assessments include (but are not limited to): PAST assessment, Core Phonics Screener, iReady Inform, Literacy Tasks, Project Read Progress Monitoring and UFLI assessments. Data from phonics screeners, fluency checks, comprehension assessments, classroom observations, and iReady Inform assessments guide instruction. By integrating UFLI phonics instruction, SAVVAS curriculum, and instruction in fluency, vocabulary, and comprehension, our school ensures that all students have the skills and strategies they need to become proficient readers and to meet grade-level ELA standards.

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, aligned with the science of reading and structured literacy, are essential for developing foundational literacy skills in PreK-5th grade students. Using tools such as UFLI assessments, Core Phonics, PAST assessments and iReady assessments, teachers can identify students' strengths and weaknesses in recognizing words. This understanding allows teachers to provide targeted instruction that builds students' ability to decode and recognize words, which is crucial for fluent reading and comprehension. Our teachers make sure that their assessments cover these skills and further use that data to strengthen their classroom instruction. We are focused on using high quality instructional materials in our classrooms for instruction as well as assessments.

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 iReady as our universal screener and diagnostic assessment. In conjunction with the iReady trainers, we have trained teachers on how to dive into this data and drive their instruction forward using the data. Teachers are also trained on using the PAST assessment from LETRS training. The PAST gives a more accurate representation of where students are specifically with phonemic awareness and phonics across the board. This assessment helps to determine targeted pathways of intervention for students who may be below grade level.

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To support students scoring below grade level on iReady Inform assessments, our dedicated reading interventionists (serving K–2 and 3–5) execute a targeted, data-driven intervention model:

- **Diagnostic Screening & Grouping:** Following universal screening, interventionists analyze iReady Inform scores to identify students needing intensive support. They then administer the CORE Phonics Survey to drill down into specific skill deficits, allowing them to form flexible, highly targeted small groups based on precise instructional needs.
- **Targeted Small-Group Instruction:** Interventionists deliver explicit, systematic intervention tailored to each group's skill gaps, utilizing evidence-based frameworks such as Project Read to address phonological, phonic, and structural literacy needs.
- **Progress Monitoring & Data Tracking:** Student growth is systematically tracked using the PAST (Phonological Awareness Screening Test) and ongoing progress monitoring assessments. Interventionists analyze this data continuously to evaluate response to intervention, adjust group composition, and refine instruction to accelerate growth toward grade-level mastery.

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.

At our school, we are committed to help bridge the gap between school and home by offering a variety of resources and opportunities to foster parent support, specifically in the areas of Reading and Writing. We host eight different opportunities for parents to come for different engagement opportunities throughout the year. When we host these parent nights, we give a variety of printed resources to parents, as well as supplying them with home/school backpacks for the individual grade levels in the building. These backpacks have academic activities, suggestions and directions for parents to easily understand the best ways to support their child at home. They include grade level workbooks with content across all subject areas, flashcards for Math and ELA and general school supplies for parents. We also send home/school connection newsletters with information for parents. Parents are also presented with a variety of support and strategies when they attend MTSS meetings in our building. These supports and strategies are tailored to individual student needs and are curated by the MTSS team, including Administration, Literacy Coach, School Psychologist and the classroom teacher. We are committed to making sure that our parents have the tools they need to help students succeed and that they truly understand the expectations moving forward for their children.

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.

To guarantee student progress toward South Carolina College- and Career-Ready (SCCCR) Standards, our school employs a multi-tiered data framework that couples classroom-level progress monitoring with school-wide diagnostic tracking.

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- Classroom Progress Monitoring: Classroom teachers utilize Savvas Core Literature formative assessments, including weekly progress checks and quizzes, to evaluate real-time skill acquisition. To assess unassisted application of standards, teachers administer cold text assessments, evaluating students' ability to analyze unfamiliar passages at grade-level complexity.
- District Summative Benchmarks & Data Dialogues: At the end of each unit, teachers administer district-aligned Savvas post-assessments. Grade-level teams then engage in structured data conversations to analyze student mastery, pinpoint instructional gaps, and adjust upcoming unit planning.
- School-Wide Diagnostic Tracking: Through tri-annual iReady Diagnostic Assessments, leadership and instructional staff measure growth trends, map relative strengths and weaknesses, and identify students requiring tier 2 or tier 3 support. Additionally, students leverage the iReady Personalized Instruction pathway at school and home, allowing parents to reinforce targeted skill pathways outside the classroom.
- Student Goal-Setting & Accountability: School leadership sets clear academic growth expectations with teaching staff, who in turn lead student-facing goal-setting conferences. By teaching students to analyze their own diagnostic data and establish measurable growth goals, we foster a culture of academic ownership, mutual accountability, and continuous achievement.

Section F: Describe 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.

Teachers have been trained based on the science of reading and foundational literacy skills to support all students in preK-5th grade. 14 of our teachers in K-3 have been fully trained in the two years of the LETRS program, 11 are starting Volume 2 and we have 8 starting Volume 1 this year. Adding teachers in 4th/5th grade to this training gives us even more success as a building to help close the gaps in these upper grades. As a building, we are able to see a shift in instruction and mindset as these teachers are using their knowledge gained in this program to further their Reading instruction. We have also trained teachers to be proficient in UFLI, as well as the use of the Hand2Mind kits; both resources lean into the science of reading practices which further support the SC Standards.

UFLI Foundations (University of Florida Literacy Institute) is an explicit, systematic, and research-backed phonics program designed to teach students the foundational skills necessary for fluent reading and writing. Developed directly out of cognitive science and reading research, UFLI

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provides a structured daily routine that moves students from basic grapheme-phoneme (letter-sound) correspondences to complex multisyllabic word reading and spelling.

Here is a breakdown of what UFLI does, explicitly grounded in the core principles of the Science of Reading:

1. Executes Explicit and Systematic Phonics Instruction

It introduces grapheme-phoneme correspondences in a strictly planned, logical sequence—building systematically from simple, high-utility sounds to complex vowel teams and morphemes.

Research consistently shows that explicit and systematic instruction is far superior to implicit or incidental approaches (such as balanced literacy or whole language).

2. Drives Orthographic Mapping via Explicit Blending and Segmenting

Every daily 30-minute lesson includes explicit routines for blending sounds to read words and segmenting sounds to spell words, using physical manipulatives (like sound boards and letter tiles).

This directly activates the process of Orthographic Mapping—the cognitive mechanism by which the brain permanently locks written words into long-term memory. Orthographic mapping requires three things: phonemic awareness, letter-sound knowledge, and the explicit connection between the two. UFLI connects all three in every lesson.

3. Incorporates High-Efficiency Multi-Sensory Routines

Lessons follow a fast-paced, highly structured 8-step routine (Visual Drill, Auditory Drill, Blending Drill, New Concept, Word Work, Word Reading/Fluency, Dictation/Spelling, and Connected Text).

Predictable instructional routines reduce executive function overload, allowing students' working memory to focus entirely on learning the new phonics pattern. The multisensory engagement (seeing the letter, saying the sound, skywriting/tracing, and building the word) strengthens neural pathways for memory retention.

4. Integrates Encoding (Spelling) and Decoding (Reading)

UFLI treats reading and writing as two sides of the same coin. Every lesson requires students to write words and dictation sentences containing the targeted phonics skill right after learning to read them.

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Encoding (spelling) accelerates decoding (reading). Forcing the brain to produce letters representing individual phonemes reinforces phoneme-grapheme associations much faster than reading practice alone.

5. Mandates Immediate Practice with Decodable Text

UFLI integrates decodable passages and word lists that contain only the phonics patterns students have already been explicitly taught, alongside high-frequency irregular words.

Decodable text bridges the gap between isolated phonics drills and connected reading. It prevents "guessing" strategies driven by picture cues or visual memory, forcing the brain to rely on the phonological processing route. UFLI Foundations operationalizes the Science of Reading by providing daily, explicit, and systematic phonics instruction. UFLI bridges phonemic awareness, grapheme-phoneme mapping, and dictation with immediate decodable text practice—ensuring students build the permanent neural pathways required for automatic word recognition and fluent reading.

We also employ two reading interventionists (5K-2nd grade and 3rd-5th grade) in our building. These interventionists are also included in the training of supporting students with curriculum and work grounded in the Science of Reading. By having these interventionists using their tools and plans also aligned with foundational literacy skills & the science of reading, these skills are being reinforced in a small group setting and truly have an impact on instruction. These interventionists work intentionally throughout the MTSS process and drive their instruction with data and the use of data based programs that align with the Science of Reading in their intervention services. Students benefit from these intervention services greatly and our data shows that year after year.

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Section G: Analysis of Data

Strengths	Possibilities for Growth
• Our 4th grade team led the school in ELA data with 52% of students meeting and exceeding on SC Ready. • Kindergarten ended the 25-26 school year with 85% of students on grade level or above as measured by iReady Inform. • First grade increased the number of met students on iReady Inform from 28% to 48% in the Spring of 2026. • As a school, JL Cain’s procedures and policies for planning and analyzing standards is an overall strength. The teachers in the building do a great job collaborating, reflecting, and planning for instruction as a team. • Professional Development and learning opportunities provided for teachers are meaningful and beneficial for them in providing resources and support. Teachers excel in using their information gained from professional development to make informed decisions in their classroom to best fit the academic needs of their students. • Data Analysis has become a strength in our school as well. Teachers have become proficient in analyzing data and recognizing what to do with this to change their classroom instruction. • Grade levels at JL Cain collaborate and work as teams effectively and efficiently.	• Our 5th grade team only had 39% of students meeting or exceeding as measured by the Spring SC Ready assessment. • As a school, we only had 43% of students meeting and exceeding on iReady in the category of Comprehension: Informational Text. • Second grade only had 30% of students meeting and exceeding as measured by iReady Inform. • As a school, we need to continue to ensure that classroom instruction is data driven and that it is flexible to change based on various data points, using iReady assessments. • We would like to improve our 4th and 5th grade scores on SC Ready, specifically in Writing. • We would like to continue to focus on planning for effective small groups, using The Science of Reading and new standards as a foundation model. This will include ensuring small group instruction is solid and that instruction is differentiated in the classroom. We are still working on this as a school to make sure the timing is correct; the rigor is there, and the types of activities make sense for the classroom and are standards based. Teachers need to recognize and show that these groups are flexible and data driven, based on student needs. • We need to work on maximizing our intervention blocks with data driven and research based instruction.

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	As a school, we would like to encourage parents to focus on making Reading a priority at home to help increase stamina, strength in Reading skills and to just foster a love for reading.
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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
<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 47% to 52% in the spring of 2026. In the Spring of 2026, JL Cain had the following data for 3rd grade: Does Not Meet: 21% Approaching: 31% Meets/Exceeds: 49%	In the Spring of 2026, we did not meet our goal of our percentage of third graders increasing to 52%. While we did not meet our goal, we did increase the percentage of third graders met by 2%. We allocated extra resources to help these third grade students succeed and we found that the extra support, personnel and interventions did help them with the success that we did have.
<u>Previous Goal #2:</u> <u>K-2 Goal:</u> By May of 2026, we will decrease the percentage of students scoring Tier 3 on the iReady diagnostic assessment from 48% scoring two or more grade levels below in the Fall of 2025 to 38% in the Spring of 2026 as measured by the iReady diagnostic assessment. <u>Fall of 2026</u> Below Grade Level (2 or more grade levels): 1st grade: 8% 2nd grade: 40%	We were able to meet and exceed our K-2 goal from last year. Our goal was to lower our percentage of Tier 3 students in Grades K-2 from 48% to 38%. We actually lowered it overall to 15% scoring two or more grade levels below. This was across Kindergarten, 1st and 2nd grades. Kindergarten and 1st grade both actually ended the year with no students two or more grade levels below. With the support of our Reading Interventionist and the implementation of the MTSS process, teachers were able to have support and close some necessary gaps in instruction to have this level of success.

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<u>Spring of 2026</u> Below Grade Level (2 or more grade levels): 1st grade: 0% 2nd grade: 15%	
<u>Previous Goal #3: 4th and 5th grade Goal:</u> Increase the percentage of fourth and fifth graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 44.9% in 4th grade and 36.8% in 5th grade to 50% in 4th grade and 47% in 5th grade in the spring of 2026. In the Spring of 2026, JL Cain had the following data for 4th and 5th grades: 4th Grade: Does Not Meet: 23% Approaching: 24% Meets/Exceeds: 52% 5th Grade: Does Not Meet: 31% Approaching: 25% Meets/Exceeds: 44%	For our 4th & 5th Grade SC Ready goal, we really focused on increasing the percentage of fourth and fifth graders scoring meets/exceeds on the assessment. Our 4th graders started at 44.9% and the goal was to get them to 50%. We surpassed the goal for 4th grade and ended the year at 52% meets/exceeds for this grade level. For 5th grade, we started at 36.8% and ended the year at 44%. These teachers faced lots of adversity having to combine a class near the end of the year, but they worked together, used resources, had various staff members supporting and pulling small groups and really kept instruction a focus even with the disruption. These instructional practices really paid off in a positive way as we surpassed our goal and really built teacher efficacy. The growth that we had in these grade levels was encouraging and hopeful for even more growth this year.

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

- 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.

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- 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> By Spring 2030, 75.0% or more of 3rd-grade students will achieve a performance level of "Meets" or "Exceeds Expectations" on the SC READY English Language Arts (ELA) assessment. Yearly Goals: To reach this benchmark, 3rd-grade ELA proficiency will increase by 6.5 percentage points annually from our baseline of 49.0% last school year: 2025–2026 (Baseline): 49.0% 2026–2027 Target: 55.5% 2027–2028 Target: 62.0% 2028–2029 Target: 68.5% 2029–2030 Target: 75.0%	J L Cain will continue our focus on the various elements of literacy including implementing strategies taught in practices based upon the Science of Reading, mini lessons, small group reinforcement and conferencing in both Reading and Writing. Teachers will be using high quality instructional materials. The materials used will be the Savvas curriculum and UFLI to deliver instruction to students. Students will receive differentiated instruction in their classrooms with Tier 2 interventions and will be pulled out with an interventionist for Tier 3 interventions, if necessary. Our interventionists are also pushing into the grade levels for one period of inclusion per day this year. This collaboration with the teacher and support of students in their grade level environment will help students develop the skills they need to push to that next level of success. They are monitored closely through our MTSS process. The Leadership team and teachers review data on a monthly basis to add any necessary interventions and supports. Teachers will also continue to receive professional development that is beneficial for their instruction and will participate in PLCs to analyze student data and needs. Parents will be informed of expectations and will be given data and activities that they can reinforce learning at home. Leading and driving instruction with the data will help teachers move students to where they need to be. The literacy team will continue to grant additional support to this grade level to help increase student reading levels and goals.

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	The team is committed to working together to utilize all research based instructional materials in conjunction with the Savvas curriculum, UFLI, LETRS knowledge and high quality instructional materials to ensure that high quality instruction is occurring daily in these classrooms.
<u>Current Goal #2: 4th and 5th grade Goal:</u> Increase the percentage of fourth and fifth graders scoring Meets and Exceeds in the spring of 2027 as determined by SC READY from 52% in 4th grade and 44% in 5th grade to 58% in 4th grade and 50% in 5th grade in the spring of 2027. In the Spring of 2026, JL Cain had the following data for 4th and 5th grades: 4th Grade: Does Not Meet: 23% Approaching: 24% Meets/Exceeds: 52% 5th Grade: Does Not Meet: 31% Approaching: 25% Meets/Exceeds: 44%	JL Cain will implement strategic support to 4th and 5th grade students, specifically in the area of ELA. Students will receive differentiated instruction in their classrooms with Tier 2 interventions and will be pulled out with an interventionist for Tier 3 interventions, if necessary. The Tier 3 Reading interventionist has a vast amount of experience in upper elementary Reading Intervention. Our interventionists are also pushing into the grade levels for one period of inclusion per day this year. This collaboration with the teacher and support of students in their grade level environment will help students develop the skills they need to push to that next level of success. They are monitored closely through our MTSS process. The Leadership team and teachers review data on a regular basis to add any necessary interventions and supports. The literacy team will continue to grant additional support to this grade level to help increase student reading levels and goals. The team is committed to working together to utilize all research based instructional materials in conjunction with the Savvas curriculum and LETRS knowledge with the 4th and 5th grade teachers. Teachers in these grade levels have been exposed to LETRS for a year now and will be finishing up with Year 2 this year. Having this foundation and background will help our upper elementary teachers understand the foundational gaps that students may have. This will also give them more academic support to students in their classrooms. The Literacy Coach and Coordinating Teacher are pairing up to implement strategic coaching cycles with these grade levels. These coaching cycles will include goal setting, observations, co-teaching, collaborative planning and various coaching meetings to monitor and discuss progress. With an abundance of first year teachers this year, we have an after school coaching session offered weekly to support teachers in all aspects.

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Current Goal #3: K-2 Goal:

By May of 2026, we will decrease the percentage of students scoring Tier 3 on the iReady diagnostic assessment from 54% scoring two or more grade levels below in the Fall of 2026 to 20% in the Spring of 2027, as measured by the iReady diagnostic assessment.

Fall of 2026

Below Grade Level (2 or more grade levels):

1st grade: 11%

2nd grade: 43%

JL Cain will focus on decreasing the number of students below grade level in Phonological Awareness, as measured by the iReady diagnostic assessment. We will take this assessment again in the Winter and a final time in the Spring.

To guarantee 75.0% 3rd-grade reading proficiency on the SC READY ELA assessment by Spring 2030, our school implements a proactive K–2 cohort monitoring system. Because 3rd-grade performance is directly dependent on early foundational skills, Kindergarten through 2nd-grade teams will utilize UFLI, Hand2Mind, CORE Phonics, and iReady Inform Assessments to lock in foundational literacy prior to 3rd grade.

By holding K–2 cohorts to a benchmark target of 76%–80% on-level mastery, we ensure students enter 3rd grade with the decoding automaticity, vocabulary, and fluency required to analyze complex grade-level texts successfully. To decrease the percentage of these kindergarten- second grade students scoring two or more grade levels below, JLC will make sure these students are served in our Tier 3 intervention in a small group setting. This reading interventionist will implement a systematic and prescriptive approach to each student’s instruction, utilizing Project READ and UFLI knowledge to help close these gaps with students.

Teachers will implement Tier 2 interventions and support for these students, using iReady to help identify gaps and make adjustments to their instruction as necessary. Teachers will use weekly progress monitoring in the form of informal and formal assessments in the classroom to make sure to address students’ specific needs. The leadership and instructional team will monitor progress through the MTSS process and will make sure to inform parents of current progress as well.