

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? 3
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 23
- 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? 0
- How many CERDEP PreK teachers in your school have completed EC LETRS? 2
- How many CERDEP PreK teachers in your school are beginning EC LETRS this year? 0

School Overview: Malcolm C. Hursey Montessori School is a public Montessori school serving students in grades 3K–8. Our school provides a developmentally responsive learning environment that combines Montessori philosophy and practices with South Carolina College- and Career-Ready Standards and district curriculum expectations. Students learn within multi-age classrooms that emphasize independence, purposeful work, collaboration, and the development of the whole child.

Literacy instruction at Hursey is designed to provide students with a strong foundation in phonemic awareness, phonics, fluency, vocabulary, comprehension, and written response. In the primary and elementary grades, teachers use evidence-based literacy practices and resources including Heggerty, UFLI Foundations, i-Ready Reading, and Montessori-aligned literacy materials. As students progress through the upper elementary and adolescent levels, instruction increasingly emphasizes vocabulary development, comprehension of complex literary and informational texts, written responses to reading, and the use of evidence to support thinking.

Student literacy performance is monitored through multiple measures, including i-Ready Reading Diagnostics, FastBridge assessments and progress monitoring, classroom assessments, common assessments, and SC READY in grades 3–8. Teachers and instructional leaders regularly review these data through Professional Learning Communities (PLCs), MTSS meetings, and collaborative planning to identify strengths, instructional needs, and students requiring additional support.

Hursey uses a tiered approach to reading instruction and intervention. Core classroom instruction is supplemented with targeted small-group instruction and intervention for students demonstrating specific skill deficits. Intervention decisions are based on multiple data points, with particular attention given to students performing below expected benchmarks. Student progress is monitored regularly, and instructional supports are adjusted based on students' response to intervention.

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As a school, Hursey is committed to ensuring that all students develop the foundational skills, comprehension abilities, confidence, and independence necessary to become successful lifelong readers. Our reading plan reflects our continued focus on strong Tier 1 instruction, early identification of student needs, intentional intervention, ongoing progress monitoring, and collaborative use of data to improve literacy outcomes for all learners.

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.

Our school is committed to bridging the gap between LETRS training and classroom practice to ensure instruction aligns with the Science of Reading. Primary and Lower Elementary teachers in Grades K–3 implement UFLI Foundations to provide direct, explicit, and systematic instruction in phonics and foundational literacy skills(phonemic awareness and fluency). Heggerty Phonemic Awareness is also used to provide explicit, systematic instruction in phonological and phonemic awareness, including skills such as rhyming, blending, segmenting, isolating, and manipulating sounds. Together, these resources support the development of strong foundational reading skills and help prepare students for increasingly complex reading and comprehension tasks.

Oral language development is intentionally supported through structured classroom discussion, partner talk, Shared Inquiry, vocabulary conversations, and opportunities for students to explain and defend their thinking using complete sentences and academic language.

Reading instruction across PreK–5 intentionally integrates fluency, vocabulary, and comprehension to support students in accessing increasingly complex texts and meeting grade-level English Language Arts standards. As students develop foundational reading skills, they are provided with opportunities to apply those skills through purposeful reading, discussion, writing, and analysis.

In Grades 4–5, Junior Great Books is used to strengthen comprehension, vocabulary, oral language, and fluency through repeated reading, close reading, annotation, text-dependent questioning, and Shared Inquiry discussion. Students engage with complex literary texts, develop and defend ideas using evidence from the text, build academic vocabulary, and deepen their understanding through collaborative discussion. Junior Great Books also supports the transition from foundational literacy instruction to the higher-level comprehension and analysis expected of upper elementary students. The program continues into Grade 6 as part of Hursey’s vertically aligned literacy framework.

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Students are assessed using multiple measures to monitor progress and guide instruction, including:

- LETRS Spelling Screener (Grades K–3)
- FastBridge (Grades K–1)
- i-Ready Reading (Grades K–5)
- SC READY ELA (Grades 3–8)

These assessments inform instructional planning, identify learning gaps, and support differentiated instruction. Teachers use assessment data alongside classroom observations, student work, reading responses, and performance during small-group and whole-group literacy instruction to determine next steps and provide targeted support.

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.

In the Montessori environment, word recognition instruction is phonetic, multisensory, and hands-on, allowing children to internalize sound-symbol relationships through purposeful engagement. Instruction aligns to structured literacy principles and emphasizes foundational skills before fluent reading.

At Hursey, key practices include:

- **Phonetic Awareness with Sandpaper Letters:** Students trace letters while producing their corresponding sounds, reinforcing sound-letter correspondence through tactile, auditory, and visual channels.
- **Moveable Alphabet:** Students build words by segmenting and blending sounds, developing decoding and encoding skills.
- **Sound Games and Phonetic Object Boxes:** Students isolate and manipulate phonemes, strengthening phonemic awareness through meaningful play.
- **Phonetic Reading (CVC Words):** Children blend letter sounds to read short, decodable words, progressing to sentences and early readers.
- **Word Lists and Picture Matching:** Students match printed words to visuals, promoting sight recognition and vocabulary growth.

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- Transition to Sight Words: Common high-frequency words are introduced through repetition and context to build automaticity.
- Environmental Print and Labeling: Classrooms include labeled objects to reinforce real-world reading connections.
- Progression to Complex and Non-Phonetic Words: Students advance to reading and decoding more complex words as proficiency increases.
- Junior Great Books in Grades 4–6: Hursey has incorporated Junior Great Books as part of the literacy framework for students in Grades 4–6. For students in Grades 4–5 within this plan, Junior Great Books provides opportunities to apply established word-recognition and fluency skills while reading increasingly complex literary texts. Through repeated reading, explicit vocabulary study, annotation, text-dependent questioning, and Shared Inquiry discussion, students strengthen vocabulary, fluency, comprehension, and their ability to support ideas with evidence from the text. This provides a bridge from foundational reading development to the deeper analysis and comprehension required of proficient upper-elementary readers.

To monitor growth, Hursey uses Heggerty assessments to measure phonological awareness development and UFLI Foundations formative assessments to track decoding and encoding progress. Instructional decisions are guided by these data points to ensure alignment with structured literacy and the science of reading.

Montessori literacy materials complement the explicit, systematic foundational-skills instruction provided through UFLI Foundations and Heggerty, allowing students to apply phonological awareness, decoding, encoding, and word-recognition skills within the Montessori environment.

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.

Hursey employs a systematic, data-driven process to identify and support students who have not yet demonstrated grade-level reading proficiency.

- Screening Tools:

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- PreK: myIGDIs
- K–3: LETRS spelling screener, FastBridge Early Reading/ CBM and i-Ready
- Grades 4–5: FastBridge CBM and i-Ready

Assessment data are collaboratively reviewed by administration, the instructional coach, literacy interventionist, and classroom teachers to identify trends, strengths, and instructional needs.

Students performing at or below the 25th percentile receive additional diagnostic assessments to determine whether the area of need is word recognition or language comprehension. Identified students participate in targeted interventions with weekly FastBridge progress monitoring conducted by the literacy interventionist.

FastBridge progress monitoring is conducted weekly for students receiving targeted intervention. Interventionists and the instructional coach review individual progress data regularly, while the broader MTSS team meets every three weeks to examine student response to intervention and determine whether supports should be continued, intensified, adjusted, or discontinued.

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.

Hursey is dedicated to helping families understand how to support literacy at home.

- i-Ready Family Reports are sent three times per year, providing clear, visual data on reading progress.
- Parent-Teacher Data Conferences offer opportunities to discuss strengths, challenges, and next steps for literacy growth.
- Decodable texts and home practice materials are regularly sent home by reading interventionists and resource teachers for targeted skill reinforcement.
- MTSS meetings and Individual Problem-Solving (IPS) conferences engage families when additional support is needed.

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- All K–3 families receive the Read to Succeed Family Letter, translated into over ten languages, which explains:
 - The Science of Reading
 - The South Carolina Read to Succeed Act
 - How schools monitor and communicate reading development
 - How families can help build strong readers at home. This letter also includes a direct link to the CCSD Read to Succeed webpage for additional resources and ideas.

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.

Hursey maintains a comprehensive system for monitoring literacy growth across grade levels.

- MTSS Literacy Meetings: Held every three weeks to analyze student progress using data from i-Ready, FastBridge, and formative assessments.
- Professional Learning Communities (PLCs): Teachers collaborate with the literacy coach to review data, plan next steps, and refine instructional practices.
- External Support: An i-Ready representative partners with Hursey three times annually to guide data analysis and instructional decision-making.

This multi-tiered approach ensures that classroom instruction and interventions are continually adjusted based on current data to support all students in reaching grade-level proficiency.

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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.

All lead teachers at Hursey are certified and have completed or are currently completing Montessori training, which integrates foundational literacy principles. Instructional assistants are also highly trained, with many holding teaching certifications.

Teachers participate in biweekly instructional PLCs focused on the Science of Reading, structured literacy, and foundational literacy skills exploring how to integrate these practices effectively within the Montessori framework. These PLCs include opportunities for teachers to:

- Analyze student work and reading data
- Share best practices and strategies
- Receive coaching and support from district literacy specialists, school coach and the district literacy leads

This ongoing professional learning ensures that all teachers are equipped with the knowledge and tools needed to deliver high-quality, evidence-based literacy instruction to every student.

Section G: Analysis of Data

3rd Grade Strengths	3rd Grade Possibilities for Growth
Significant long-term growth: Meets & Exceeds increased from 28.6% in 2023 to 71.7% in 2026, a gain of 43.1 percentage points. Strong current performance: 71.7% of 3rd graders met or exceeded expectations in 2026.	Year-to-year inconsistency: The decline from 2024 to 2025 shows that gains have not been completely consistent. Remaining achievement gap: About 28.3% of students did not yet meet expectations in 2026, so targeted support is still needed.

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Recovery and acceleration: After a slight decline from 61.7% in 2024 to 59.1% in 2025, performance increased sharply to 71.7% in 2026. Evidence of effective instruction: The overall trajectory suggests that instructional practices and supports are producing stronger outcomes over time.	Need to sustain the gains: The next challenge is maintaining the 2026 improvement rather than seeing another dip. Focus on students just below proficiency: Reviewing which standards are keeping students in the Approaches/Does Not Meet categories could help move more students into Meets.
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Strengths Schoolwide	Possibilities for Growth Schoolwide
Steady long-term growth: Meets & Exceeds increased from 47.4% in 2023 to 60.0% in 2026, a gain of 12.6 percentage points. Consistent upward trend: Performance improved each year: 47.4% → 49.2% → 59.0% → 60.0%. Strong improvement from 2024 to 2025: The largest year-to-year increase was 9.8 percentage points. Sustained progress: The 2026 results maintained and slightly improved upon the significant gains made in 2025.	40% of students are not yet meeting expectations, so continued targeted support is needed. Growth slowed in 2026: The increase from 2025 to 2026 was only 1 percentage point, suggesting a need to identify strategies that can accelerate progress again. Need to examine grade-level and subgroup trends: The overall percentage may mask grades or student groups that are making less progress.

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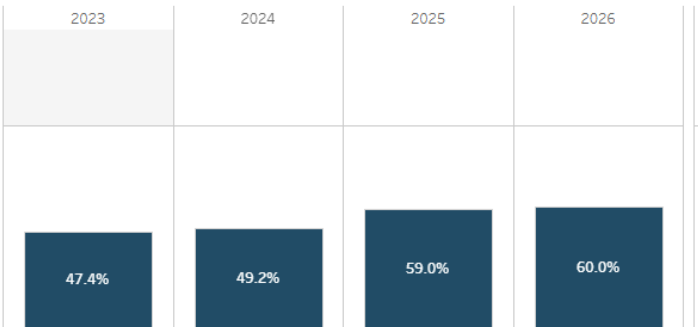
Move more students from Approaches to Meets: Identifying priority standards and students who are close to proficiency could produce the next level of growth.

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>Goal #1 (Third Grade Goal):</u> <i>Increase the percentage of third graders scoring Meets and Exceeds on the SC READY ELA from 79.5% in Spring 2025 to 82% in Spring 2026.</i> % Meets & Exceeds <table border="1"> <thead> <tr> <th>Year</th> <th>% Meets & Exceeds</th> </tr> </thead> <tbody> <tr> <td>2023</td> <td>28.6%</td> </tr> <tr> <td>2024</td> <td>61.7%</td> </tr> <tr> <td>2025</td> <td>59.1%</td> </tr> <tr> <td>2026</td> <td>71.7%</td> </tr> </tbody> </table>	Year	% Meets & Exceeds	2023	28.6%	2024	61.7%	2025	59.1%	2026	71.7%	<i>Last year's third-grade SC READY ELA goal was written to increase the percentage of students scoring Meets or Exceeds from 79.5% in Spring 2025 to 82% in Spring 2026. Upon reviewing the prior-year data, however, the 79.5% baseline appears to have been entered incorrectly. The 2025 Read to Succeed plan identifies the actual third-grade Meets & Exceeds rate as 59.1% in Spring 2025, following a slight decline from 61.7% the year before.</i> <i>In Spring 2026, 46 third-grade students were tested on SC READY ELA. Of those students, 71.7% scored Meets or Exceeds Expectations, including 32.6% who scored Meets and 39.1% who scored Exceeds. In addition, 19.6% scored Approaches Expectations and 8.7% scored Does Not Meet Expectations. When compared to the correct Spring 2025 baseline of 59.1%, the Spring 2026 result reflects a 12.6 percentage-point increase in third-grade reading proficiency.</i> <i>Although the originally written target of 82% was not reached, the corrected data show that third-grade performance improved substantially from the previous year. This growth suggests that</i>
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2023	28.6%										
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	<i>current literacy supports and instructional practices are contributing to stronger outcomes, while also indicating a continued need to move students from Approaches into Meets and to reduce the percentage of students who remain below proficiency.</i>										
Goal #2: <i>By May 2026, increase the percentage of students scoring Meets & Exceeds Expectations on SC READY ELA from 59.0% in 2025 to 62% in 2026.</i> % Meets & Exceeds  <table border="1"> <thead> <tr> <th>Year</th> <th>% Meets & Exceeds</th> </tr> </thead> <tbody> <tr> <td>2023</td> <td>47.4%</td> </tr> <tr> <td>2024</td> <td>49.2%</td> </tr> <tr> <td>2025</td> <td>59.0%</td> </tr> <tr> <td>2026</td> <td>60.0%</td> </tr> </tbody> </table>	Year	% Meets & Exceeds	2023	47.4%	2024	49.2%	2025	59.0%	2026	60.0%	<i>Last year's schoolwide (3rd to 8th) SC READY ELA goal was to increase the percentage of students scoring Meets or Exceeds Expectations from 59.0% in 2025 to 62% in 2026. In 2025, 59.0% of students met or exceeded expectations. In Spring 2026, that percentage increased slightly to 60.0%.</i> <i>Of the students tested in 2026, 36.3% scored Meets Expectations and 23.7% scored Exceeds Expectations. In addition, 20.0% scored Approaches Expectations and 20.0% scored Does Not Meet Expectations.</i> <i>Although the school did not reach the 62% target, the percentage of students scoring Meets or Exceeds increased by 1 percentage point from the previous year. The data also show an important shift in the distribution of performance levels. The percentage of students scoring Approaches decreased, while the percentage scoring Does Not Meet increased. Moving forward, continued emphasis should be placed on strengthening Tier 1 ELA instruction, providing targeted support for students below proficiency, and using assessment data to move students from both Does Not Meet and Approaches into the Meets category.</i>
Year	% Meets & Exceeds										
2023	47.4%										
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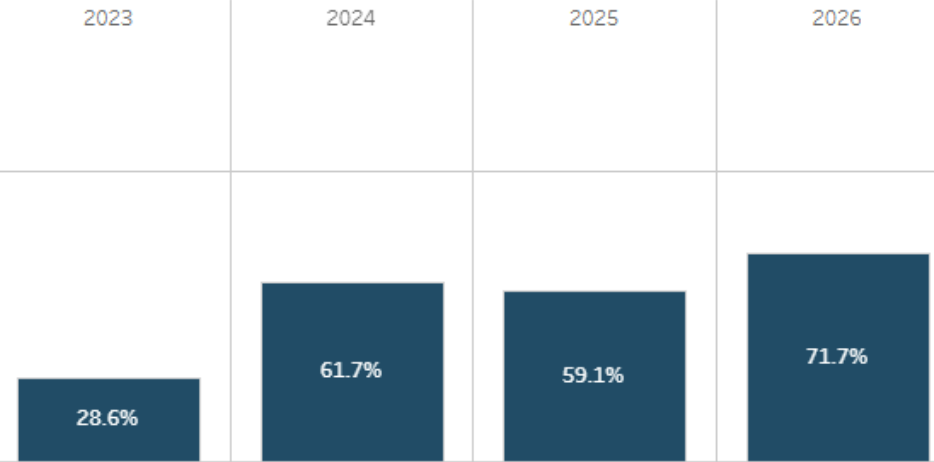
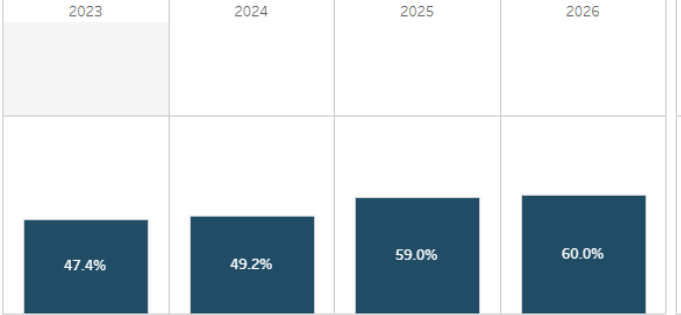
By Fall 2026, at least 92% of students in kindergarten through grade 8 will maintain or improve their reading performance levels from Spring 2025 to Fall 2026, as measured by iReady or Fastbridge, indicating minimal summer learning loss.	At Hursey, 79% of students did not demonstrate summer learning loss in reading in 2026, compared with 87% in 2025, reflecting an 8-point decrease. District data also showed a decline during this same time period, with the percentage decreasing from 83% to 76%. This suggests that the decrease was not isolated to Hursey, but reflects a broader trend seen across the district.
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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.
- 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>Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds on the SC READY ELA from 71.7% in Spring 2026 to 73.10% in Spring 2027.	Implement Targeted Small-Group Instruction: Use item analysis from district checkpoints, i Ready data and classroom assessments to form skill-based groups focusing on comprehension, vocabulary, and constructed-response writing.

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Goal #2: By May 2027, increase the percentage of students scoring Meets & Exceeds Expectations on SC READY ELA from 60.0% in 2026 to 62% in 2027. % Meets & Exceeds  <table border="1"> <thead> <tr> <th>Year</th> <th>% Meets & Exceeds</th> </tr> </thead> <tbody> <tr> <td>2023</td> <td>47.4%</td> </tr> <tr> <td>2024</td> <td>49.2%</td> </tr> <tr> <td>2025</td> <td>59.0%</td> </tr> <tr> <td>2026</td> <td>60.0%</td> </tr> </tbody> </table>	Year	% Meets & Exceeds	2023	47.4%	2024	49.2%	2025	59.0%	2026	60.0%	Strengthen Core Reading Instruction: Ensure all teachers implement daily instruction addressing oral language, phonological awareness (as needed), phonics, fluency, vocabulary, and comprehension. Data-Driven Instruction Cycles: Conduct monthly data team meetings to analyze iReady/Fastbridge and formative data, identify trends, and adjust groupings/instruction accordingly. Provide Ongoing Professional Learning: Offer quarterly PD focused on comprehension strategy instruction, close reading, and structured literacy components.
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	Implement Schoolwide Writing Routine: Establish a vertically aligned writing framework (K–5) emphasizing constructed responses, text evidence, and writing conventions. Administrator & Coach Walkthroughs: Conduct regular instructional walkthroughs focused on fidelity of reading instruction and provide targeted feedback.
<u>Goal #3:</u> By Fall 2027, at least 85% of students in kindergarten through grade 8 will maintain or improve their reading performance levels from Spring 2026 to Fall 2027, as measured by i-Ready or FastBridge, indicating minimal summer learning loss. Current baseline is 79%	1. Identify: Use spring data to identify students at greatest risk of summer learning loss. 2. Prepare: Provide targeted summer literacy resources and ensure students have access to books and learning opportunities. 3. Engage: Communicate regularly with families and promote summer reading participation. 4. Measure & Respond: Compare Spring-to-Fall i-Ready/FastBridge results, analyze trends, and provide immediate instructional or intervention support based on the data.