

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? 12
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 21
- How many teachers in your school are beginning Volume 1 of LETRS this year? 6
- How many teachers in your school are beginning Volume 2 of LETRS this year? 12
- 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 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.

At Jennie Moore, reading assessment and instruction for all PreK-5th grade students thoughtfully address every critical facet of literacy development to ensure students meet or exceed grade-level English/Language Arts standards. This comprehensive approach includes oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension, all of which work together to build strong, confident readers. For students in PreK, the myIGDIS assessment is administered three times a year in a one-on-one setting to measure oral language, phonological awareness, and vocabulary growth. Kindergarten and 1st-grade students take the Fastbridge Dyslexia screener three times annually, also one-on-one, focusing on oral language, phonological awareness, and phonics skills. For all students in grades K-5, the iReady assessment is administered three times a year, measuring phonological awareness, phonics, vocabulary, and comprehension to monitor progress and inform instruction. Additionally, our K-5 teachers administer CKLA assessments that are carefully aligned to state standards. These assessments provide detailed insights into student performance and growth, allowing teachers to plan targeted remediation for students who need extra support and extension activities for those ready to advance. Teachers analyze these multiple data points collectively, combining information from screening, diagnostic, and progress monitoring tools to develop a well-rounded understanding of each student's strengths and areas for growth.

Instructionally, all students, in K-5, receive high-quality core reading instruction through the CKLA curriculum and/or Orton Gillingham approach (Grades K-2), which systematically supports development in oral language, phonological awareness, phonics, word recognition, fluency, vocabulary, and comprehension. Teachers also have access to a variety of supplemental curricula and resources that provide additional support and enrichment tailored to diverse learner needs aligned to state standards.

Through this comprehensive, data-informed framework, Jennie Moore ensures that every student receives the best possible instruction to develop the foundational reading skills essential for academic success and lifelong learning.

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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.

At Jennie Moore, Word Recognition assessment and instruction for PreK-5th grade students are deeply aligned with the science of reading, structured literacy principles, and foundational literacy skills to ensure effective reading development. Students in grades 1st and 2nd complete the CORE phonics survey and all students take part in the I-ready Universal Screener assesses Phonological Awareness, Phonics, and High-Frequency Words.

For PreK through 2nd grade, Word Recognition instruction is firmly grounded in the development of phonological awareness and phonics decoding skills—two critical pillars emphasized by the science of reading. All PreK-2 classrooms engage in daily phonological awareness instruction using the Heggerty curriculum, which provides systematic, explicit practice in sound identification and manipulation. This daily focus strengthens students' auditory processing skills, which are essential for successful decoding.

In addition, 16 out of 19 Kindergarten through 2nd-grade classrooms implement the Orton-Gillingham approach alongside the CKLA Skills curriculum. This approach is deeply rooted in the science of reading research, emphasizing multisensory, explicit, and sequential instruction that targets phonics and decoding in a structured and cumulative way. Orton-Gillingham's methodology supports all students, including those who may struggle with reading, by building strong foundational word recognition skills through structured literacy practices. The remaining K-2 classrooms deliver structured literacy instruction through the CKLA Skills component, which is also science reading-based and explicitly targets Word Recognition development. This ensures that every classroom in early grades provides instruction that is systematic, explicit, and aligned with research-based best practices.

For 3rd through 5th grades, Word Recognition instruction evolves to incorporate morphology, recognizing the importance of understanding the structure and origin of words to support decoding and spelling. Teachers utilize the CKLA curriculum's structured literacy framework, which embeds lessons on prefixes, suffixes, roots, and word patterns. This morphological focus enhances students' ability to decode multisyllabic words and deepens their vocabulary knowledge, further supporting fluent reading and comprehension. We also align our Reading Intervention instruction to the Science of Reading principles and practices occurring within the classroom to close the achievement gap, and SAIL students conduct word studies that extend their learning.

Assessment practices are integral to guiding Word Recognition instruction at every grade level. In K-2 classrooms, informal Word Recognition assessments are embedded within daily lessons to monitor student progress and tailor instruction responsively. For grades 3-5, assessments related to spelling and morphology are seamlessly integrated into the CKLA curriculum, providing ongoing data to inform instructional adjustments.

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.

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Jennie Moore employs a comprehensive, data-driven process to identify and support students who demonstrate below-grade-level proficiency in reading. Universal screener data from Fastbridge along with diagnostic assessments such as iReady and the Phonics Survey, are carefully analyzed to determine targeted intervention pathways tailored to each student's unique needs. Multiple data points are reviewed collaboratively through MTSS and grade level meetings to pinpoint students requiring additional support and to select the most effective intervention program. This process aligns with the CCSD Elementary Intervention Guidelines, ensuring that students are matched to targeted pathways that best address their specific skill gaps. Based on assessment results, students are placed in intervention groups utilizing evidence-based programs such as the Orton-Gillingham approach, SPIREUp, or 95 Comprehension. These programs provide structured, multisensory, and explicit instruction designed to strengthen foundational reading skills.

Intervention progress is closely monitored through monthly data reviews, allowing teachers and support staff to adjust instruction and groupings as needed to optimize student growth. Furthermore, iReady data informs targeted, skill-specific interventions delivered within the classroom during the small group FLY (Focused Learning on You) block, providing additional personalized support. For students with Individualized Education Plans (IEPs), program placement is thoughtfully determined based on their individual needs and IEP goals, ensuring alignment between special education services and Tier 1 instruction. This structured, responsive intervention system at Jennie Moore ensures that all students receive the right support at the right time to accelerate their reading development and achieve grade-level proficiency.

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.

Jennie Moore has a strong system in place to help parents understand how they can support their children as readers and writers at home, fostering a true partnership between school and family, starting with Meet the Teacher and Open House events. We host an annual Literacy Game Night, which promotes fun family literacy and builds these important relationships. This event empowers parents with strategies they can use daily to encourage reading and writing at home. We are also hosting the Lowcountry Literacy Projects' Literacy Night (local non-profit) here at Jennie Moore, specifically targeting our higher needs and intervention students, where families receive a variety of resources, practical tips, and best practices to extend literacy learning beyond the classroom.

Communication is ongoing throughout the year. Teachers send weekly updates via newsletters and Wednesday Folders, keeping families informed about classroom expectations and individual student progress. These regular communications ensure parents stay connected and engaged. Jennie Moore also schedules mandatory data conferences with each family, providing detailed insights into their child's academic performance and offering guidance on how to reinforce learning at home. These personalized meetings strengthen family-school collaboration. Parents and families receive guidelines on how they can support their student each time they take the i-Ready Assessment. Also, parents and families are active participants in monthly School Improvement and PTA meetings, where they contribute to school-wide planning and decision-making, including literacy initiatives. All K-4 parents also receive a Read to Succeed Family Letter, translated into 10+ languages, that outlines in family-friendly language: What is the Science of Reading?, What

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does the South Carolina Read to Succeed Act mean for my student?, How will the school keep me informed about my student's reading development?, How can I help my student become a good reader?, in addition to a direct link to the CCSD Read to Succeed webpage which includes even more ideas for supporting readers at home.

For students with special education needs, parents attend IPS (Individualized Program Support) and IEP (Individualized Education Program) meetings. Students of concern are also discussed during IPS meetings, creating an open and productive line of communication with parents that helps support their learning. During these meetings, specific literacy supports are discussed, and families receive targeted resources to support their child's learning journey at home.

Through these varied opportunities for communication, education, and collaboration, Jennie Moore ensures families are well-equipped and confident to support their children's growth as readers and writers.

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.

At the classroom level, teachers use weekly skill- and content-based assessments embedded within the Science of Reading—aligned CKLA curriculum and/or Orton-Gillingham approach. These assessments provide timely, actionable data related to students' mastery of foundational reading skills and content knowledge. Instruction is carefully aligned to the South Carolina College and Career Ready Standards, ensuring consistency and rigor across grade levels.

Our Literacy Intervention Team conducts ongoing progress monitoring using curriculum-based measures tailored to each student's intervention program, supplemented by fluency-based assessments. This combination offers a comprehensive view of student growth in decoding, fluency, and comprehension. Intervention data is reviewed monthly to determine whether students should advance to the next instructional phase or receive adjusted support.

In addition, students' achievement and growth are tracked weekly through personalized i-Ready lessons, which provide differentiated practice and progress data. This allows teachers to address individual learning needs in real time. In weekly PLC meetings, we also look at data from formative assessments to continue the conversations on our students and who else we can support. This is to ensure that we do not miss anyone who may need extra support. The Intervention Team meets every six weeks to conduct a Wellness Check to monitor and adjust support as needed. Intervention Plans and specific student support notes are housed in Panorama along with student data that is regularly reviewed on a school-wide, grade-wide and specific student levels.

At the school level, teachers and administrators collaborate regularly within Professional Learning Communities (PLCs) and Multi-Tiered System of Supports (MTSS) teams. These groups collect and analyze data from multiple sources—including classroom assessments, intervention monitoring, and iReady results—to make informed instructional decisions. Together, they develop targeted action plans for both groups and individual students, ensuring timely interventions and enrichment opportunities. This comprehensive, data-driven approach to monitoring reading achievement and growth at Jennie Moore guarantees that instructional decisions are responsive and effective, supporting all students in reaching grade-level reading 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.

Jennie Moore provides comprehensive, ongoing teacher training grounded in the science of reading, structured literacy, and foundational literacy skills to support all students from PreK through 5th grade. Teachers engage in job-embedded professional learning that is directly informed by school data and student needs. This includes collaborative coaching cycles with the school reading coach, where teachers receive personalized feedback and support to refine their instructional practices. Teachers also collaborate regularly through Professional Learning Communities (PLCs), working together to plan lessons, unpack standards, align curriculum and small group support, analyze student work and data, and share strategies aligned with foundational literacy principles. Instructional growth is further supported by Instructional Learning Walkthroughs conducted by both district and school coaches. These walkthroughs provide actionable feedback that helps teachers implement evidence-based reading instruction with fidelity.

A key component of our professional development is participation in the Science of Reading professional development, including completion of the LETRS (Language Essentials for Teachers of Reading and Spelling) coursework. This rigorous training deepens teachers' understanding of how students learn to read and equips them with effective, research-based instructional techniques. Jennie Moore has also prioritized specialized training in the Orton-Gillingham approach, a highly effective structured literacy method rooted in the science of reading. To date, 90% of our Kindergarten through 2nd-grade teachers have completed Orton-Gillingham Classroom Educator training. Our Reading Interventionists and Reading Coach have completed advanced Orton-Gillingham training and practicum, further strengthening our capacity to deliver explicit, multisensory reading instruction. This multifaceted professional learning system exemplifies our commitment to the science of reading instruction, ensuring educators are well-prepared to meet the diverse literacy needs of all PreK-5 students and help them become proficient readers.

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Section G: Analysis of Data

Strengths	Possibilities for Growth
- Teachers have many PD opportunities aligned with Science of Reading to expand their capacity as highly effective educators (CKLA, LETRS, Orton Gillingham, Dyslexia training). - Development of a master schedule that provides for a streamlined intervention and small group instruction within the classroom. - Teachers utilize instructional curriculum aligned to the Science of Reading principles that follows a specific scope and sequence and ensures instruction is focused both on foundational skills and language comprehension.	- Collaboration across grade levels in planning, instruction, and assessment. - Strategically aligning CKLA instruction and assessments to mirror the language and rigor of the state standards. - K-2 teachers unpacking and internalizing their ELA standards and aligning appropriate assessments and instruction. - Ensuring targeted teachers are LETRS trained. - Alignment of instruction and support for our Resource students.

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, as determined by SC READY from 83.4 % to 85.1 % in the spring of 2026.	NOT MET: 84.70% of our third grade students scored Meets or Exceeds in the Spring of 2026, as determined by SC READY.
<u>Previous Goal #2:</u> In the Spring of 2026, 32% of students with disabilities in grades Kindergarten through 5th Grade will meet their Stretch Goal for i-Ready, as determined by the i-Ready Diagnostic Spring Assessment, increasing from 26% in the Spring of 2025.	NOT MET: 31% of students with disabilities in grades Kindergarten through 5th Grade met their Stretch Goal for i-Ready, as determined by the i-Ready Diagnostic Spring Assessment.

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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>Current Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds, as determined by SC READY, from 84.7 % (2026) to 85.5 % in the spring of 2027.	*Align CKLA instruction and assessment to the rigor of SCCR standards. *Designated FLY block for intervention pull out and targeted small group instruction within the classroom. * Master schedule that ensures intervention and special education students receive Tier 1 instruction in a protected block. * Implement weekly PLC's focused unpacking standards, analyzing student work, and targeting instruction. * Regularly discuss and analyze data during grade level meetings, MTSS, PLCs, and literacy team meetings to make adjustments as needed. * Develop Individualized Reading Plans for students 25%ile and below on i-Ready * targeted intervention for students below 30%ile *SC READY, Set, Go! prep
<u>Current Goal #2</u> In the Spring of 2027, 35% of students with disabilities in grades Kindergarten through 5th Grade will meet their Stretch Goal for i-Ready, as determined by the i-Ready Diagnostic Spring Assessment, increasing from 31% in the Spring of 2026.	* Mentor program * Master schedule that ensures intervention and special education students receive Tier 1 instruction in a protected block. *Streamlining Special Education push-in support *Adjusting the Master Schedule that protects Tier 1 CKLA instruction within the classroom. * Regularly discuss and analyze data during grade level meetings, MTSS, PLCs, and literacy team meetings to make adjustments as needed. *Orton Gillingham Training for Resource Teacher *Special Education PLC

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