

2026-27 Primary and Elementary Reading Plan

District Name	Spartanburg 04
School Name	Woodruff Intermediate School
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Section A: Five Pillars of Reading Instruction

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.

Our school was part of a restructuring for the 2026-2027 school year. This plan represents a new school, Woodruff Intermediate School, which now serves grades 4 and 5. Our school uses multiple platforms to integrate the six components of literacy- oral language, phonological awareness, phonics, fluency, and comprehension. Tier 1 instruction centers on our adopted textbook, HMH Into Reading. HMH Into Reading encompasses all components of literacy, and teachers follow the scope and sequence of this research-based program to teach the five pillars of reading instruction. After each module, students are assessed based on the South Carolina standards to determine if they are mastering grade-level English Language Arts standards. In 4th and 5th grade, instruction shifts to morphology with Latin root words, prefixes and suffixes. Our universal screener, i-Ready, focuses on oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Using this data as a benchmark allows for materials to be tailored and aligned for small group instruction. i-Ready plays a pivotal role in our school's Tier 1 instruction as well as interventions. Teachers and interventionists use the i-Ready reports and teacher toolbox to pull materials to tailor instruction during small groups. Students work in their specifically designed i-Ready pathway for a minimum of 45 minutes a week.

Section B: Foundational Literacy Skills

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.

i-Ready, our universal screener, helps determine students who may need additional assistance in sight word recognition. Students who continue to show deficits are targeted in Tier 2 and Tier 3 instruction or part of their Individualized Education Plan (IEP) with a specific goal. Tier 3 intervention students and borderline Tier 2 students are given EasyCBM word fluency measures. This information is used to develop goals for the identified students. These skills are targeted through systematic direct instruction by using UFLI. In sessions, students work on "breaking apart sounds" through both phonemic awareness and phonics drills.

Section C: Intervention

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.

At the beginning of the school year, all students in 4th and 5th grade take the i-Ready assessment. This information along with the data results for 4th and 5th graders on SC Ready help determine the students who will be targeted in Tier 2 and Tier 3 interventions. Universal screenings are also completed within the first three weeks of school. All newly enrolled students to the school complete i-Ready upon entering which is used to determine their strengths and weaknesses by assessing them in phonics, high frequency words, vocabulary, and comprehension. The intervention team administers the Core Phonics Survey to students showing a deficit in phonics. Information from both assessments is then used to determine which areas (fluency, comprehension, phonics, and vocabulary) to progress monitor using Easy CBM as well as skill-based progress monitoring tools. Parents receive progress reports at the end of each intervention cycle. Parents collaborate with the literacy interventionist about their concerns, and extra support is sent home as needed.

Section D: Supporting Literacy at Home

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.

All parents are informed of the Tier 1 programs utilized in the classroom through the school's newsletter. They are provided with the opportunity to receive a literacy packet that contains tips and resources to support literacy at home. Parents are encouraged to contact their child's teacher or the literacy interventionist for tools that can help them target their weaknesses. Teachers also meet with parents of targeted students and anyone that requests a conference in October to discuss the child's reading progress and what extensions can be done at home to assist with the learning of their child. Interim and report cards are sent home every 4.5 weeks to inform parents of their child's progress in reading. SC Ready results are sent home with the first interim and i-Ready results are sent home after each testing period.

Section E: Progress Monitoring

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.

Once students have been identified for interventions through the universal screener, each child is given goals in their area of deficit, which includes oral language, phonemic awareness, phonics, fluency, and/or comprehension. Students are given progress monitoring probes/assessments to determine progress. Progress monitoring tools include fluency passages, comprehension and vocabulary assessments, and skill-based measures. These tools assist interventionists in measuring student progress with reading skills. This also assists in determining if more intensive interventions are needed. Students who display deficits in phonics are given the Core Phonics progress monitoring tool that checks progress within their specific phonics goal. If a child isn't making sufficient progress with Tier 2 interventions, the reading interventionist discusses classroom progress with the teacher. If the classroom teacher denotes lack of progress and provides sufficient evidence that constitutes more intensive interventions, the student is then moved to Tier 3. Tier 3 students are progress monitored every two weeks with either oral word reading fluency or oral reading fluency. If the progress monitoring tools indicate students are not making sufficient progress or regressing, the MTSS team begins the process of building a case file to determine if evaluation of a disability is needed. Progress monitoring information is also utilized to determine which students can be dismissed from Tier 2 and/or Tier 3 intervention. At the end of each intervention cycle, data meetings are held with teachers to discuss the progress of students receiving Tier 2 and Tier 3 interventions. Teachers are encouraged to reach out to the literacy interventionist at any point during an intervention cycle with concerns. Our most important goal for all students is to empower them with strategies to become lifelong readers.

Section F: Teacher Training

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.	Our school provides our teachers with a variety of professional development to support our students. LETRS training is being provided for interested teachers. Our interventionists observed UFLI lessons at our elementary school, building an extension of their program as students transition to our school. This partnership creates a sense of community for our teachers to use in building foundational literacy skills during whole and small group instruction. All teachers participate in grade level Professional Learning Trainings (PLTs) twice a month where in-depth planning centers on the incorporation of grade level standards. The literacy interventionist as well as administration collaborates with teachers and interventionists to design rigorous and standards-based instruction, materials, and goals throughout all three tiers.
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Section G: District Analysis of Data

Strengths	Teachers use South Carolina College and Career Ready Standards to develop curriculum guides and update the guides as an ongoing process. Teachers use a variety of instructional strategies to build a community of readers and writers. The literacy interventionist guides the other three interventionists in designing targeted instruction to students identified as reading significantly below grade level. Weekly professional development provides teachers with opportunities to grow in knowledge and sharpen their instructional skills, which in turn yields higher student achievement. i-Ready pathways and teacher assigned lessons are used to target individual student's needs. An observation schedule ensures that teachers are consistently adhering to curriculum guides and providing targeted instruction to all students. Special Area teachers are utilized in serving Tier 3 students in the intervention program.
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Possibilities for Growth

5.7% of our disabled population in 5th grade met expectations on the 2025-2026 SC Ready compared to the state at 20.3%, and 19.4% in 4th grade met expectations as compared to the state at 24.2%.

32% of the current 5th graders are considered "at risk for Tier 3" based on the Fall i-Ready 2026 assessment.

43% of the current 5th graders are two or more grade levels below in comprehension of informational texts based on the Fall i-Ready.

Description Area

*Note: The questions below are included to gauge school-level LETRS implementation. Teachers for state-funded LETRS training include: K-3 Classroom Teachers, 4-5 Classroom Teachers, Reading Coaches, Reading Interventionists, K-5 Special Education Teachers, Middle Level Special Education Teachers, School Administrators, Multi-lingual Teachers, PreK CERDEP Teachers, PreK CERDEP Teaching Assistants

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?

2

How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?

12

How many eligible teachers in your school are beginning Volume 1 of LETRS this year?

2

How many eligible teachers in your school are beginning Volume 2 of LETRS this year?

1

How many CERDEP PreK teachers in your school have completed EC LETRS?

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How many CERDEP PreK teachers in your school are beginning EC LETRS this year?

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

Previous Goal #1	Reduce the percentage of third graders scoring Does Not Meet in the spring of 2025 as determined by SC Ready from 19.5% to 17% in the spring of 2026.
Goal #1 Progress	Goal Met-12.5% of students in 3rd grade scored Does Not Meet as determined by the 2026 SC Ready Data. Due to the restructuring of our district, 3rd grade is not a part of our new intermediate school.
Previous Goal #2	By the Spring 2025-2026 SC READY administration, the percentage of students in grades 3-5 scoring Meets or Exceeds Expectations in ELA will increase from 63.5% to at least 70%.
Goal #2 Progress	Goal Not Met-64.4% of 3rd, 4th, and 5th grade students scored meets or exceeds on the 2025-2026 ELA portion of the SC Ready assessment.
Previous Goal #3	In grades 3rd, 4th, and 5th, students will increase from 60.3% to 65% of students meeting their typical goal on the i-Ready test in the Spring of 2026 in reading.
Goal #3 Progress	Goal Not Met- 64.3% of 3rd, 4th, and 5th grade students met their typical growth goal on the 2025-2026 end of year i-Ready assessment.

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

Description Area	For all schools serving third grade students, goal #1 MUST read:Third Grade Goal: Increase the percentage of third graders scoring Meets and Exceeds in the spring of [previous school year] as determined by SC READY from __% to __% in the spring of [current school year].
Current Goal #1	Fifth grade students in the disabled population will increase from 5.7% to 10% meeting expectations on the SC Ready.

Goal #1 Action Steps

1. Students will be served within the special education classroom in a pull-out model for 250 minutes weekly, where they will receive direct instruction which focuses on their IEP reading and/or writing goals. If needed, students may receive an additional 150 minutes of weekly pull-out support in reading. During this time, students will be provided with direct, specialized small group instruction based on their reading and/or writing needs as stated in their IEP.
2. Teachers will evaluate Classworks data, i-Ready data, and progress monitoring data based on IEP goals.
3. Teachers will provide small group instruction daily to students using the Flyleaf reading curriculum, supplemental reading phonics instruction, sight word instruction, and read alouds.
4. Teachers will collaborate with general education teachers.
5. Teachers give parents IEP progress reports quarterly.
6. Teachers will hold annual review IEP meetings with parents.

Current Goal #2

In grades 4th and 5th, students will increase from scoring 65.5% to 70% by scoring meets and/or exceeding on the ELA test of SC Ready on the Spring 2027 SC Ready assessment.

Goal #2 Action Steps

1. Intervention teachers and assistants will work with Tier 2 students that are at risk for needing Tier 3 during an intervention block of time as well as students already receiving Tier 3 interventions. Students are served through the intervention program, where they receive 150+ minutes of targeted instruction each week focused on essential literacy skills, including comprehension, phonological and phonemic awareness, phonics, fluency, vocabulary, and writing. During this time, classroom teachers will administer small group instruction to the remaining Tier 2 students.
 2. Evaluate i-Ready data, Core Phonics Survey, and running records to identify Not Met students.
 3. Analyze multiple sources of literacy assessment data, including i-Ready Diagnostic results, the Core Phonics Survey, and additional skill-specific diagnostic and progress-monitoring assessments, to identify students who have not yet demonstrated mastery and determine specific areas of instructional need within phonological awareness, phonemic awareness, phonics, fluency, vocabulary, and comprehension.
 4. Teachers, interventionists, and resource teachers will provide daily, targeted small-group instruction for students who have not yet demonstrated mastery. Instruction will be explicit, systematic, cumulative, and responsive to identified skill deficits and will include opportunities for students to apply foundational reading skills through appropriately aligned decodable text and grade-level text.
 5. Intervention teachers will provide Tier 2 students that are at risk, and Tier 3 students with evidence-based, structured literacy intervention aligned to the Science of Reading. Instruction will target students' identified needs in phonological and phonemic awareness, phonics and word recognition, fluency, vocabulary, comprehension, and writing. Intervention intensity, group size, instructional focus, and duration will be adjusted based on ongoing progress-monitoring data.
 6. Communication with parents of Not Met students.
 7. Continue to implement and improve the school's RTI plan/model that supports tiered interventions based on students' reading data.
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Current Goal #3

In 4th and 5th grade, students will increase the i-Ready projected proficiency from 53% in the fall to 70% in the spring on the 2027 i-Ready test.

Goal #3 Action Steps

1. Intervention teachers and assistants will work with Tier 2 students that are at risk for needing Tier 3 during an intervention block of time as well as students already receiving Tier 3 interventions. Students are served through the intervention program, where they receive 150+ minutes of targeted instruction each week focused on essential literacy skills, including comprehension, phonological and phonemic awareness, phonics, fluency, vocabulary, and writing. During this time, classroom teachers will administer small group instruction to the remaining Tier 2 students.
2. Interventionists will pull Tier 3 students daily.
3. Teachers will use i-Ready personalized instruction strategically by monitoring lesson completions, pass rates, time on task, and instructional pathways to ensure students receive instruction matched to their needs.
4. Teachers, interventionists, and resource teachers will provide daily, targeted small-group instruction for students who have not yet demonstrated mastery. Instruction will be explicit, systematic, cumulative, and responsive to identified skill deficits and will include opportunities for students to apply foundational reading skills through appropriately aligned decodable text and grade-level text.
5. Evaluate i-Ready data to target groups that will target weaker areas within the six components of literacy and provide enrichment for designated students.
6. Continue to implement and improve the school's RTI plan/model that supports tiered interventions based on students' reading data.
7. The literacy interventionist will meet with ELA teachers during planning to help plan and address curriculum needs.
8. Students will work on their i-Ready path 45 minutes a week.

File Upload (optional)
