

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
Mamie P. Whitesides Elementary
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? **6**
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? **26**
- How many teachers in your school are beginning Volume 1 of LETRS this year? **0**
- How many teachers in your school are beginning Volume 2 of LETRS this year? **6**
- 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.

At Whitesides, reading assessment and instruction for PreK–5th grade students focus on oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to ensure students develop the foundational and grade-level skills needed to meet South Carolina English/Language Arts standards.

1. Oral Language:

Oral language development is embedded throughout PreK–5th grade instruction. Teachers provide frequent opportunities for students to listen, speak, discuss, explain their thinking, and engage in academic conversations. Students develop their vocabulary, language structures, listening comprehension, and ability to communicate ideas through teacher modeling, questioning, partner and small-group discussions, and text-based conversations. These skills provide an important foundation for reading comprehension and written expression.

2. Phonological Awareness:

In PreK-2nd grade, phonological awareness is explicitly taught using Heggerty’s Phonemic Awareness program to build foundational skills necessary for early reading success.

3. Phonics:

Kindergarten through 2nd grade use UFLI for whole-group and small-group phonics instruction. In 2nd-5th grades, phonics and morphology are reinforced through Core Knowledge Language Arts (CKLA) to strengthen students’ understanding of word structure and decoding.

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4. Vocabulary:

CKLA emphasizes the development of Tier 2 and Tier 3 vocabulary across grade levels. Fourth and fifth grades also emphasize Greek and Latin roots to deepen students' understanding of word meanings. Worldly Wise is used in grades 3-5 to provide additional vocabulary development.

5. Comprehension:

CKLA develops comprehension through oral reading, text-based responses, paired reading, independent reading, and written responses. Both fiction and nonfiction texts are used to develop comprehension skills. Nonfiction texts in Science and Social Studies provide additional opportunities to apply these skills across content areas. Scholastic StoryWorks supplements CKLA by providing additional opportunities for vocabulary and comprehension development. Fourth and fifth grades also participate in novel studies throughout the year.

6. Fluency:

Teachers support fluency development by providing regular opportunities for students to read aloud with accuracy, appropriate rate, and expression. Fluency practice is embedded within classroom instruction and small-group reading experiences.

7. Assessment:

Formative assessments are conducted regularly to evaluate student progress across all literacy components. Data from assessments such as iReady, FastBridge, Standards Mastery, Mastery Connect, classroom assessments, and student work are used to identify strengths and areas of need. Teachers use this information to plan whole-group instruction, targeted small groups, reteaching, and enrichment. Student progress is monitored through ongoing data analysis and collaborative PLCs to ensure instruction is responsive to student needs and aligned with grade-level standards.

This comprehensive approach ensures all students receive targeted, data-driven instruction that supports their growth in the essential areas of reading.

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

Word recognition is assessed in the primary grades using FastBridge measures of high-frequency words and nonsense words. These assessments, along with classroom formative assessments, are used to monitor student progress through the phonics continuum and identify students who may need additional support. Assessment data is used to inform instructional decisions, including small-group instruction.

Word Recognition and Phonics Instruction

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Phonics instruction is explicitly taught in grades K–2 through whole-group UFLI instruction, with additional targeted support provided through small-group instruction. In 2nd grade, phonics instruction is also reinforced through the CKLA Skills strand. In grades 3–5, phonics and word recognition skills are embedded within CKLA Knowledge instruction. As students progress through upper elementary, instruction increasingly emphasizes morphology, word structure, and vocabulary to support accurate word reading and understanding of increasingly complex words.

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.

Universal Screener and Diagnostic Assessment Process

Whitesides administers universal reading screeners three times a year to identify students in PreK–5th grade who may need additional literacy support. In grades K–5, iReady is used as a universal screener, with FastBridge serving as the primary screener in grades K–1. In CD, myIGDIS is used as the universal screener, with Heggerty Letter Sound and Identification assessments serving as additional diagnostic assessments. These assessments provide multiple opportunities throughout the year to identify students who have not demonstrated grade-level reading proficiency and may require Tier 2 or Tier 3 intervention.

Following universal screening, additional diagnostic and formative data are collected to determine the specific skills contributing to a student's reading difficulty. Teacher input, classroom performance, and targeted FastBridge assessments are considered alongside universal screener results to provide a more complete picture of student strengths and needs.

The Literacy Intervention Team reviews the available data to determine the most appropriate intervention pathway for each student. Based on the identified need, students are placed on a targeted pathway focused on either Word Recognition or Language Comprehension. This process ensures that intervention is matched to the specific area of need rather than relying solely on a student's overall reading score.

Students identified for targeted support receive explicit, systematic, and structured literacy intervention through SPIREUp or intensive 1:1 Orton-Gillingham instruction, based on their identified literacy needs. Interventions target specific foundational literacy skills and are delivered using evidence-based practices aligned with the Science of Reading. Student progress is monitored regularly through intervention data and progress monitoring, which are used to determine whether support should continue, intensify, or be adjusted to address student needs.

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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.

Family Engagement and Support for Literacy

At Whitesides Elementary School (WES), multiple systems are in place to engage families and support students' reading and writing development at home. Teachers communicate weekly learning objectives through newsletters and encourage K–5 students to read for at least 20 minutes each day. Strategies for supporting reading development at home are also provided with students' i-Ready diagnostic reports.

Each year, CD–5 teachers host data conferences with families to review diagnostic and benchmark data, celebrate student strengths, and identify opportunities for growth. Teachers also maintain regular communication and provide additional outreach and support to families when students experience academic challenges.

Families of K–3 students receive a Read to Succeed Family Letter, translated into more than 10 languages. The letter provides family-friendly information about the Science of Reading, the South Carolina Read to Succeed Act, how the school communicates with families about reading development, and ways families can support their child in becoming a successful reader. Families are also provided a direct link to the CCSD Read to Succeed webpage, which offers additional resources and strategies for supporting literacy at home.

WES further promotes a culture of reading through an annual Literacy Night, where families learn practical strategies for supporting literacy development. Students are also encouraged to participate in Beanstack reading challenges and other reading initiatives through partnerships with the public library, providing additional opportunities for students to engage with reading beyond the school day.

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.

Monitoring Reading Achievement and Growth

The school uses a multi-tiered system of support to monitor reading achievement and growth at both the classroom and school levels, ensuring that all PreK–5th grade students receive the instruction and intervention needed to achieve grade-level reading proficiency.

1. Universal Screeners:

Three times a year, the school administers universal screeners to identify students who may need additional reading support. In grades K–5, iReady is used, with FastBridge serving as the primary screener in grades K–1. In CD, myIGDIS is used as the literacy universal screener.

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These assessments provide information about student performance and growth and help identify students who may require Tier 2 or Tier 3 intervention.

2. **Classroom-Level Data Collection and Review:**

Teachers continuously monitor reading achievement through classroom formative assessments, student work, reading conferences, running records/fluency checks, phonics and word-recognition assessments, and daily observations of student performance. Teachers use these data to identify students who are not mastering grade-level standards, provide immediate reteaching, and adjust whole-group, small-group, and individual instruction. Grade-level teams review classroom data during PLCs to identify trends, discuss student progress, and adjust instructional plans and intervention groups as needed.

3. **School-Level Data Collection and Review:**

Following universal screening, additional data are collected through targeted FastBridge assessments, classroom assessments, student work, and teacher observations. The Literacy Team, MTSS, and grade-level teams review multiple data points to develop a comprehensive understanding of student strengths and areas of need and to determine whether additional intervention or instructional support is warranted.

4. **Progress Monitoring:**

Individualized progress-monitoring goals are established for students receiving intervention, with an emphasis on achieving an accelerated rate of improvement to help close identified achievement gaps. At the classroom level, teachers regularly monitor students' progress toward grade-level standards and adjust instruction based on the results. At the intervention level, progress monitoring may include nonsense-word assessments and/or fluency checks administered weekly or biweekly, depending on the student's intervention level and identified area of need.

5. **Monthly Trend Checks:**

Members of the Literacy Team meet monthly to review intervention students' progress toward established goals. Students who meet their goals may be considered for exiting intervention. For students who demonstrate limited or insufficient progress, the team reviews instructional programs, intervention strategies, and services and recommends adjustments or phase changes as appropriate. Classroom teachers use this information along with ongoing classroom data to ensure that instruction and intervention remain aligned to each student's needs.

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.

This year, Whitesides Elementary School has embraced a culture of professional learning focused on the Science of Reading, structured literacy, and foundational literacy skills to support the reading and writing development of all PreK–5th grade students. Professional learning is designed to build teacher knowledge, strengthen instructional practices, and create consistency in literacy instruction across grade levels.

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1. **Professional Learning Communities (PLCs):**

During PLC meetings, teachers study and unpack the new South Carolina ELA Reading Standards and examine their connection to the Science of Reading and effective literacy practices. Teachers collaborate to identify essential knowledge and skills, develop formative assessments, analyze student work and data, and determine instructional strategies and lessons that will best support student learning. PLCs provide an ongoing opportunity for teachers to apply professional learning directly to classroom instruction.

2. **Orton-Gillingham Training:**

Teachers in Kindergarten and 1st grade are participating in Orton-Gillingham (OG) training this year to strengthen their knowledge and implementation of structured literacy practices. The training supports explicit, systematic instruction in foundational reading skills, including phonological awareness, phonics, decoding, encoding, and word recognition. Teachers apply these practices during whole-group and small-group instruction to provide students with additional support in developing foundational literacy skills.

3. **Monthly Professional Development:**

Faculty-wide professional development sessions provide ongoing opportunities for teachers to deepen their understanding of the Science of Reading, structured literacy, and effective reading and writing practices. Professional learning includes opportunities to examine instructional practices, analyze student data and work, and apply research-based strategies to classroom instruction.

4. **Vertical Articulation and Collaboration:**

Professional development and collaborative planning provide opportunities for teachers across PreK–5th grade to engage in vertical articulation. Teachers discuss the progression of literacy skills across grade levels, identify areas of alignment and potential gaps, and develop a shared understanding of how foundational skills build toward increasingly complex reading, writing, language, and comprehension skills.

5. **Coaching and Instructional Support:**

Teachers receive ongoing support through collaboration with the reading coach, grade-level teams, and school leadership. Coaching support includes modeling lessons, co-planning, classroom visits, analyzing student data and work, and providing feedback connected to literacy instruction. This job-embedded support helps teachers transfer professional learning into daily classroom practice and respond to the specific literacy needs of their students.

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Section G: Analysis of Data

Strengths	Possibilities for Growth
● Use of student data to inform instructional decisions (iReady diagnostic assessments and FastBridge screening three times a year). ● Access to appropriate and varied reading materials. ● Block scheduling to ensure 120 minutes of ELA instruction daily and to ensure that students who are receiving intervention or resources services do not miss core instruction. ● Collaboration across grade levels. ● Dedicated PLC time that is used to unpack standards, work with the reading coach, and other experts. ● Quarterly data and planning days to analyze data to plan for targeted instruction.	● Provide parents with opportunities to learn more about literacy development. ● Provide targeted in class interventions specifically for Tier 2 students. ● Implement teacher/student data conferences to set short and long term learning goals. ● Provide opportunities for collaborative planning including resource, intervention, and special area teachers. ● Improve students' writing capabilities. Build stamina, penmanship, grammar, and the writing process skills. ● Utilize Read -Think - Talk - Write cycle to connect reading, oral language, comprehension, and writing.

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 90% to 90.5 % in the spring of 2026.	In the Spring of 2026, the percentage of third graders scoring Meets and Exceeds on SC Ready was 89.20%.

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<u>Previous Goal #2:</u> Increase the percentage of K-1 students who are at Low Risk on the Fastbridge Reading Screener from 85% in the Spring of 2025 to 87% in the spring of 2026.	 In the Spring of 2026, the percentage of K-2 students scoring Low Risk on the Early Reading Fastbridge Screener was 86%.
<u>Previous Goal #3:</u> By the end of the 2025-2026 school year, WES will have established baseline ORF data for 2nd and 3rd grade using Fastbridge CBMr.	 ORF baseline data was collected using Fastbridge CBMr. Data collected for rising 2nd and 3rd grade historical trends - based on the CBMr average + median score + percentile + % low risk.

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.

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Goals	Action Steps
<u>Current Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring at or above grade level in the spring of 2026 as determined by SC READY from 89.20 % to 89.70% in the spring of 2027.	1. Intensive Interventions: • Daily reading interventions for students identified as at-risk, focusing on phonics, comprehension, and fluency through . Tier 2 in class interventions for students who are showing gaps with grade-level standards. 2. Frequent analysis of Data: • District benchmark assessments, iReady, Standards Mastery, Mastery Connect along with classroom data will be reviewed at least monthly in PLCs to ensure that students are making progress with their reading abilities. 3. Increase Accountability on iReady: • Adjust pathways for students that historically have performed better than their current reading score. • Assign “Challenge” Lessons of grade-level content to those that are one-grade level or below in Reading, to help close their gap. • Provide students with lesson tracking sheets, to track their passing score of 80%. • Teachers conference with students to review lessons in which they were not successful.
<u>Current Goal #2:</u> Increase the percentage of K-1 students who are at Low Risk on the Fastbridge Reading Screener from 86% in the Spring of 2026 to 87.5% in the spring of 2027.	1. Targeted Interventions: • Provide targeted small-group and Tier 2 instruction for students identified as at-risk, focusing on foundational reading skills including phonemic awareness, phonics, and fluency. 2. Frequent Data Analysis:

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	- Review FastBridge, classroom, and other formative assessment data during PLCs to identify student needs, adjust instructional groups, and monitor progress. 3. Progress Monitoring: - Progress monitor students receiving interventions regularly and use data to adjust instruction. Determine whether students are moving toward Low Risk.
<u>Current Goal #3:</u> Increase the percentage of CD students scoring Tier 1 on the my IGDIS Sound ID subtest from 76.4% in the Spring of 2026 to 79% in the Spring of 2027.	1. Targeted Foundational Skills Instruction: - Provide daily, explicit instruction and practice in sound identification and other foundational phonological awareness skills through whole-group and small-group activities. 2. Data-Driven Small Groups: - Use iGDIS and classroom data to identify students needing additional support and provide targeted small-group instruction based on specific skill gaps. 3. Progress Monitoring: - Monitor student progress through formative assessments and iGDIS data reviews, adjusting instruction and intervention groups as needed to increase the number of students reaching Tier 1.