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? 4
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 33
- How many teachers in your school are beginning Volume 1 of LETRS this year? 3
- How many teachers in your school are beginning Volume 2 of LETRS this year? 4
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? 7 have completed Volumes 1 & 2 of LETRS
- 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.

Important Note: Due to restructuring in the district, Woodruff Primary School now houses 3K through first grades.

Reading assessment and instruction for all PreK–1st grade students at Woodruff Primary School is designed to be comprehensive, systematic, and developmentally appropriate. It integrates the six essential components of literacy—oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension—to ensure students build a strong foundation for understanding increasingly complex texts and successfully meeting grade-level ELA standards. Oral language development is the foundation for literacy. If the language cannot be understood by listening, it cannot be understood by reading. At our school, oral language instruction is represented throughout the school day in the form of meaningful conversations (both teacher and child-directed), a variety of read alouds through which students are encouraged to turn and talk with others, as well as strategic, purposeful questioning. Our core reading curriculum includes the following: UFLI Foundations, Heggerty, and HMH Into Reading. UFLI is a daily explicit, systematic phonics instruction in which lessons are structured to teach foundational reading skills step-by-step. The Heggerty phonemic awareness program consists of daily, brief, explicit lessons that focus on skills like rhyming, blending, segmenting or manipulating sounds, often using hand motions. The HMH Into Reading curriculum provides daily vocabulary, reading comprehension, grammar, and writing lessons. Literacy instruction is provided systematically and explicitly in both whole group and small group formats. We utilize the following literacy assessments: i-Ready Reading Inform, CORE Phonics Survey, UFLI Foundations assessments, HMH Into Reading

module assessments, and the Heggerty assessment. In addition, teachers utilize the GOLD assessment to assess students in preschool.

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.

It is essential that word recognition skills be prioritized in the primary grades. Word recognition instruction in PreK–1st grade is intentionally designed based on the Science of Reading and delivered through a Structured Literacy approach. Our core reading curriculum includes the following: UFLI Foundations, Heggerty, and HMH Into Reading. UFLI is a daily explicit, systematic phonics instruction in which lessons are structured to teach foundational reading skills step-by-step. The Heggerty phonemic awareness program consists of daily, brief, explicit lessons that focus on skills like rhyming, blending, segmenting or manipulating sounds, often using hand motions. The HMH Into Reading curriculum provides daily vocabulary, reading comprehension, grammar, and writing lessons. Instruction and assessment are aligned to foundational literacy skills that support accurate, automatic decoding and fluent reading. The instructional model is explicit and systematic, ensuring all students build a strong foundation in word recognition necessary for reading comprehension and meeting grade-level ELA standards. Tests of word recognition are important in finding students at risk for reading problems. The following word recognition assessments are given routinely to students identified from the initial screening: UFLI Foundations assessments, the CORE Phonics Survey, and i-Ready literacy tasks. Additionally, informal teacher observations, anecdotal notes, and checklists are combined with the results from those various assessments to analyze student progress and guide instruction. Small literacy group instruction aligns with the key components of an effective phonics lesson as outlined in LETRS® volume 1 to include phonemic awareness, explicit instruction, guided/extended practice, dictation, and connected text.

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.

As a primary school, we understand that early detection and intervention are crucial. Students who are behind in reading after first grade find it increasingly more difficult to close that gap. As our universal screener, i-Ready Reading Inform is given to students three times a school year: fall, winter, and spring. Moreover, students are given the CORE Phonics Survey at least three times a year. Our school uses a multi-tiered system of support (MTSS) grounded in the Science of Reading to ensure all students in kindergarten and first grade receive timely and appropriate reading interventions. When students fail to demonstrate grade-level reading proficiency, we systematically use universal screener and diagnostic assessment data to determine the most

appropriate pathway of intervention. Once students are identified, groups are formed based on students' needs in word recognition, instruction is explicit and focused, and progress monitoring occurs regularly. Intervention instruction includes UFLI Foundations, which aligns with the key components of an effective phonics lesson as outlined in LETRS® volume 1 to include phonemic awareness, explicit instruction, guided/extended practice, dictation, and connected text Literacy tasks, as well as next steps for each reading domain provided within i-Ready are used to guide classroom whole group and small group instruction.

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.
As a primary school, we lay the foundation for strong literacy development for our students. Family support and understanding are crucial to each child's overall success. We provide families with a variety of resources and opportunities to understand and support their young readers and writers at home, including quarterly report cards, school-wide and classroom newsletters, family-friendly standards documents, informational pamphlets, and a fall family night that highlights current learning and provides families with practical ways to support learning at home. Teachers also send home materials and activities for additional practice, and daily homework is intentionally connected to classroom instruction so that students can reinforce and apply skills they are learning at school. When funding is available, books are purchased and sent home with students to encourage reading and build home libraries. Quarterly parent/teacher conferences provide an additional opportunity for teachers and families to collaborate, review student progress and assessment data, celebrate strengths, identify areas for growth, and discuss specific strategies and resources that families can use to support their child's continued academic development at home.

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.
i-Ready Reading Inform results provide teachers with a plethora of data on individual students. Typical and stretch growth goals are monitored each time the assessment is given along with next steps provided for each reading domain to guide classroom instruction. Historical data is also provided within i-Ready which gives helpful insights into students' literacy strengths and areas for improvement. After the winter i-Ready Inform is complete, teachers analyze student growth and performance to determine which quadrant students fall into: higher growth/higher performance, higher growth/lower performance, lower growth/lower performance, or lower growth/higher performance. By analyzing the data in such a way, teachers can target specific groups of students to provide additional instructional support or enrichment opportunities. Individual class data charts across grade levels are completed and analyzed every nine weeks by teachers, grade levels, and school leadership team

members. All literacy assessments are used to select students for targeted, focused intervention instruction across grade levels. Intervention students are monitored every four weeks. As part of the progress monitoring process, RTI meetings are held between the literacy coach and classroom teachers to make informed decisions about intervention students moving forward.

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.

LETRS® professional development is provided to teachers and administrators. Our school district currently has two Local Certified Facilitators trained in Volume 1; Allison Duckett, assistant principal at Woodruff Primary School and Erin Gambrell, literacy coach at Woodruff Primary School. Both have been approved to train in Volume 1 starting fall of 2026 with the ability to train in Volume 2 fall of 2027. Throughout the school year, our Local Certified Facilitators will provide ongoing LETRS refresher professional development to reinforce key concepts and instructional practices. These sessions will keep the Science of Reading principles at the forefront of educators' minds, providing opportunities to revisit, reflect on, and apply LETRS learning within daily classroom instruction. This continued professional learning supports consistency, strengthens instructional practice, and ensures that research-based literacy practices remain a priority across our school. Additionally, our school district continues to provide opportunities for teachers to receive free tuition to participate in a Master's cohort through USC Upstate. Numerous teachers at Woodruff Primary School are taking advantage of this wonderful opportunity to further their education.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• Phonological Awareness Assessment. • In the Spring of 2026, 80% of 4K students knew 20 or more letter sounds. • In the Spring of 2026, 87% of kindergarten students were at or above grade level on the Core Phonics Survey.	• In the Spring of 2026, 71% of 4K students identified 50 or more letter names. • In the Spring of 2026, 59% of first graders were at or above grade level on the Core Phonics Survey. • In the Spring of 2026, 34% of kindergarten students met or exceeded their stretch growth goal on the i-Ready Reading Inform.

	• In the Spring of 2026, 31% of first grade students met or exceeded their stretch growth goal on the i-Ready Reading Inform.

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
Goal #1: By spring of 2026, 70% of Woodruff Primary School kindergarten students will meet their typical growth goal on the i-Ready Reading Inform.	In spring of 2026, 64% of Woodruff Primary School kindergarten students met their typical growth goal on the i-Ready Reading Inform.
Goal #2: By spring of 2026, 67% of Woodruff Primary School first grade students will meet their typical growth goal on the i-Ready Reading Inform.	In spring of 2026, 52% of Woodruff Primary School first grade students met their typical growth goal on the i-Ready Reading Inform.
Goal #3: By spring of 2026, 45% of Woodruff Primary School second grade students will score at or above grade level on the i-Ready Reading Inform.	In spring of 2026, 55% of Woodruff Primary School second grade students met their typical growth goal on the i-Ready Reading Inform.

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
Goal #1: By spring of 2027, 67% of Woodruff Primary School kindergarten students will meet their typical growth goal on the i-Ready Reading Inform.	**Action Steps:** • Provide ongoing professional development for teachers, administrators, and coaches regarding the implementation of i-Ready and the utilization of its various online tools including the teacher toolbox, personalized instruction pathways, and learning games. • Continue using The University of Florida Literacy Institute's (UFLI) Foundations program for whole and small group phonics instruction. • Start using The University of Florida Literacy Institute's (UFLI) Foundations program for tier III intervention groups. • Increase teacher collaboration in analyzing data and creating instructional plans, short term goals, and strategic plans. • A writing committee consisting of teachers and leadership team members was recently formed to strengthen and refine writing instruction across the primary grades. The committee focuses on integrating writing into daily reading and content-area instruction while emphasizing foundational writing skills and the development of strong oral language with our young learners. • Conduct Professional Learning Communities and Data Teams meetings to address data, learning targets, and assessment.

	• Continue to work with curriculum facilitators and reading coaches to support classroom teachers with reading and writing instruction. • Increase decodable reader sets available for classroom teachers to check out and utilize in their literacy rotations. • Continue to evaluate our MTSS model to ensure that the procedures, data analysis, and progress monitoring support individual students' literacy needs. • Continue utilizing the CORE Phonics Survey to progress monitor intervention students in kindergarten every 4 weeks. • Include daily Phonological Awareness and Phonics activities embedded within the classroom literacy rotations.
Goal #2: By spring of 2027, 55% of Woodruff Primary School first grade students will meet their typical growth goal on the i-Ready Reading Inform.	**Action Steps:** • Provide ongoing professional development for teachers, administrators, and coaches regarding the implementation of i-Ready and the utilization of its various online tools including the teacher toolbox, personalized instruction pathways, and learning games. • Continue using The University of Florida Literacy Institute's (UFLI) Foundations program for whole and small group phonics instruction. • Start using The University of Florida Literacy Institute's (UFLI) Foundations program for tier III intervention groups. • Increase teacher collaboration in analyzing data and creating instructional plans, short term goals, and strategic plans. • A writing committee consisting of teachers and leadership team members was recently formed to strengthen and refine writing instruction across the primary grades. The committee focuses on integrating writing into daily reading and content-area instruction while emphasizing

	foundational writing skills and the development of strong oral language with our young learners. • Conduct Professional Learning Communities and Data Teams meetings to address data, learning targets, and assessment. • Continue to work with curriculum facilitators and reading coaches to support classroom teachers with reading and writing instruction. • Increase decodable reader sets available for classroom teachers to check out and utilize in their literacy rotations. • Continue to evaluate our MTSS model to ensure that the procedures, data analysis, and progress monitoring support individual students' literacy needs. • Continue utilizing the CORE Phonics Survey to progress monitor intervention students in first grade every 4 weeks. • Include daily Phonological Awareness and Phonics activities embedded within the classroom literacy rotations.