

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? 2
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 13
- 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? 2
- 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.

Murray-LaSaine Montessori is committed to building a bridge to practice between our LETRs training and our classroom instruction. Our Primary teachers (PK-K) use Heggerty and Lower Elementary Teachers (Grades 1-3) are using Magnetic Reading, Heggerty, and UFLI for direct explicit instruction in oral language, phonological awareness, and phonics. For reading comprehension, we utilize a variety of tools including Junior Great Books, CKLA, Magnetic Reading, Flyleaf, Montessori ELA materials (Waseca Word Towers, grammar lessons, etc.), and the ETC Emergent Reading program. Students are being assessed on these skills in a variety of ways including but not limited to the LETRs Spelling Screener, Fastbridge (Grades K & 1), iReady (Grades K-5), UFLI progress monitoring, and SCReady ELA Grades 3-8.

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.

Our school has implemented the LETRs Spelling Screener, the Core Phonics Survey and PAST are used with students we are considering for reading intervention for word recognition. Word recognition is also assessed in iReady and Fastbridge. UFLI lessons are aligned to the science of reading in its scope and sequence. Montessori reading materials include Waseca drawers, ETC card work (including the emergent reading series), and the pink/blue/green series in Primary.

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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As an MTSS team, we review the diagnostic data from Fastbridge and iReady for students falling three bands for consideration for intervention services. The district's intervention process adjusted this year, with students scoring below the 30th%ile and/or scoring Does Not Meet on SC READY as "Critical". Our team knows that time in the classroom and in Tier 1 instruction is key. We also know the importance of providing intervention to students not performing on grade level. We triangulate all data before making decisions, including consulting with the student's teacher. Data and progress monitoring is reviewed monthly following district guidelines for making changes to interventions.

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.

Student data is shared with parents/guardians as soon as the testing window closes, along with parent resources for interpreting scores and for supporting their child at home. Student data conferences are held in the fall after diagnostic testing to be proactive and to answer any questions parents/guardians have regarding their child's performance. For students not showing expected progress, our school team holds individual student success meetings with appropriate stakeholders, including parents. All K-3 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 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.

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.

We hold weekly MTSS meetings where progress monitoring data is reviewed. Literacy wellness checks, scheduled at least every four weeks, focus on students receiving reading intervention and their Fastbridge progress monitoring data is reviewed. After Fall, Winter, and Spring assessments, the MTSS team reviews all student data to ensure students are making growth. This allows the team to adjust if students need additional support or if students no longer require intervention support.

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.

Using schoolwide historical data, MLMS has identified instructional gaps in our Tier 1 reading program. Our literacy team works closely with classroom teachers to support scheduling and instructional implementation, closing those gaps. For example, in Primary, our teachers have worked to align the Waseca towers with the Science of Reading and the LETRS scope and sequence. In Lower Elementary, teachers have been trained in UFLI implementation and Junior Great Books. In Upper Elementary, teachers have secured additional resources to teach vocabulary. The school team has

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ensured that teachers have adequate instructional time to deliver rigorous reading lessons at all levels, using what they have learned in their training and PLCs. All teachers are LETRS trained or currently enrolled in LETRS.

Section G: Analysis of Data

Strengths (Based on Fall Data 2026)	Possibilities for Growth (Based on Fall Data 2026)
Teachers and administrators participate in professional learning opportunities (e.g., Junior Great Books, Heggerty, Read to Succeed, LETRS, ELA Standards training/professional development). Texts are accessible and teachers provide choice in reading materials in their classrooms. Our library is well-stocked with texts that invite students and encourage them to want to read. Time is devoted each day to reading/ELA. Teachers use data from a variety of sources to assess reading skills, including iReady, Fastbridge, text levels, word lists, sight words, spelling inventories, informal observations, and running records. Vocabulary, word roots and word elements are utilized for instruction in Upper Elementary. Fastbridge earlyReading Fall 2026 GR K 98% Low Risk, 2% High Risk iReady Reading Elementary Fall 2026 % scoring mid-above grade level K 71% 3rd 76%	Reading and Writing are both areas that have real possibilities for growth; time spent on reading and writing across the curriculum would be time well spent. Teams are working to integrate reading and writing instruction across content areas. Students in grades 4K-Grade 3 receive daily phonemic awareness and word work instruction. We can continue to refine practice with reading skills such as phonemic awareness, decoding, and vocabulary. Students who are not reading on grade level receive daily reading intervention or special education services. Use of adaptive digital content can also play a part in supporting growth in reading. Fastbridge earlyReading Fall 2026 1st Grade 69% Low Risk, 6% High Risk iReady Reading Elementary Fall 2026 % scoring mid-above grade level 1st 34% 2nd 48%

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5th 58% iReady Reading Middle Fall 2026 % scoring mid-above grade level 6th 81% 8th 80%	4th 54% iReady Reading Middle Fall 2026 % scoring mid-above grade level 7th 45%
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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 (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC READY from 13.9% to 8.3 % in the spring of 2024. <i>Our goal for 2025 is to reduce the percentage scoring Does Not Meet from 8.3% to 5%.</i>	In Spring of 2026, 5.1% students scored Does Not Meet; goal met
Goal #2: From Strategic Renewal Plan From June 2022 to June 2028, increase the percent of students scoring Meets or Exceeds on SC Ready ELA from 70.2% to 76.2% (grades 3-5) <i>and from 60.8 % to 68.6% (grades 6-8) for all students and from 39.1% to 51.3% for African American students.</i>	Grades 3-5: 81.7% of students scored Meets or Exceeds on SC Ready 2026; goal met Grade 6-8: 76.7% of students scored Meets or Exceeds on SC Ready 2026; goal met African American students: 23.1% scored Meets or Exceeds on SC Ready 2026 in all grades; goal not met

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Goal #3: Increase percentage of students meeting their growth projections in grades 7 & 8 from 40% of Grade 7 students and 42% of Grade 8 to 80% of students meeting their growth targets for both Grade 7 & 8 students.	Grade 7: 50% of students met projected growth goal; goal not met Grade 8: 54% of students met projected growth goal; goal not met
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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 all third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 82.1% to 85% in the spring of 2026.	• Collaborative Team Planning • PLC- pacing and best practices • Use formative assessments, checkpoints and benchmarks, to make instructional decisions. • Connect informational text to culture work to expose students to more nonfiction and broaden vocabulary. • MTSS team will hold Student Success meetings with teachers about students of concern. • Provide reading intervention or special education to any students' in need of additional skills instruction

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<u>Current Goal #2:</u> Increase the percentage of Pupils in Poverty scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from: 76.5% in grades 3-5 to 80% in the spring of 2026. 77.8% in grades 6-8 to 80% in the spring of 2026.	● Collaborative Team Planning ● PLC- pacing and best practices ● Use formative assessments, checkpoints and benchmarks, to make instructional decisions. ● Connect informational text to culture work to expose students to more nonfiction and broaden vocabulary ● MTSS team will hold Student Success meetings with teachers about students of concern. ● Provide reading intervention or special education to any students' in need of additional skills instruction
<u>Current Goal #3:</u> Increase the number of first grade students scoring Low Risk on Fastbridge Fall 2026 from 69% to 90% and reduce the number of students scoring high risk from 96% to 0% by Spring 2027.	● Collaborative Team Planning ● PLC- pacing and best practices ● Use formative assessments, checkpoints and benchmarks, to make instructional decisions. ● Connect informational text to culture work to expose students to more nonfiction and broaden vocabulary. ● Utilize WSF-funded teachers and interventionists to provide reading instruction and support for the Lower Elementary team/students. ● MTSS team will hold Student Support meetings with teachers for any students in need of additional support.