

South Carolina Department of Education
Read to Succeed Primary and Elementary Reading Plan
2026-2027

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?

9

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

9

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?

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

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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.

Core Knowledge Language Arts (CKLA) provides explicit, systematic instruction in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension, as appropriate for each grade level and aligned with Science of Reading principles and grade-level ELA standards. ALA-Blythewood also uses

the STAR Renaissance assessment system to identify student strengths and areas of need. Kindergarten students complete a receptive nonsense word assessment to identify early risk in decoding skills, while kindergarten and first-grade students complete Rapid Automatic Naming measures to screen for risk factors associated with reading difficulties. First-grade students also complete an expressive nonsense word assessment, and kindergarten and first-grade students both complete oral reading assessments to measure fluency.

Students in all grades complete adaptive assessments (IXL) that help identify skill gaps and guide whole-group, small-group, and intervention instruction. Assessment data is regularly reviewed to adjust instruction and provide targeted support through the MTSS process to ensure students develop the skills needed to comprehend grade-level texts.

Section B: Document how Word Recognition assessment and instruction for PreK-5 th grade students are further aligned to the science of reading, structured literacy and foundational literacy skills.

Word recognition assessment and instruction for PreK–5 students are aligned with the Science of Reading, structured literacy principles, and evidence-based foundational literacy practices. Instruction is explicit, systematic, cumulative, and responsive to student needs, with an emphasis on developing accurate, automatic word recognition.

Core Knowledge Language Arts (CKLA) provides explicit instruction in phonological awareness, phonemic awareness, phonics, decoding, encoding, and automatic word recognition. UFLI is also utilized to provide targeted, systematic foundational skills instruction based on identified student needs. STAR Renaissance assessments, curriculum-based assessments, and ongoing classroom data are used to identify gaps in phonemic awareness, phonics, decoding, encoding, and word recognition.

Teachers use assessment data to differentiate instruction, establish flexible small groups, and provide targeted intervention through the Multi-Tiered System of Supports (MTSS) process. Instruction follows a carefully sequenced progression, beginning with sound-symbol relationships and advancing to increasingly complex syllable types, spelling patterns, and word structures. Students are provided frequent opportunities to apply newly acquired skills in both isolated word reading and connected text to promote accuracy, fluency, and automaticity.

For example, when assessment data indicates that a group of students is experiencing difficulty decoding words containing consonant blends, the teacher provides explicit, targeted small-group instruction using CKLA and/or UFLI instructional routines. Students receive direct instruction and guided practice in identifying and manipulating individual sounds, blending and segmenting words, decoding and encoding words containing the targeted pattern, and applying the skill when reading connected text. Student progress is monitored through ongoing formative assessment and curriculum-based measures to determine mastery and inform subsequent instruction. Students who demonstrate mastery move forward to more advanced skills, while students who continue to demonstrate difficulty receive additional explicit instruction, practice, and intervention through the MTSS framework.

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-5 th grade who have failed to demonstrate grade-level reading proficiency.

ALA-Blythewood uses STAR Renaissance universal screening data, curriculum-based assessments, and diagnostic assessments (IXL) to identify K–5 students who have not yet demonstrated grade-level reading proficiency. Teachers and the Multi-Tiered System of Supports (MTSS) team collaboratively analyze multiple sources of student data to identify specific areas of need and determine whether difficulties are primarily related to word recognition, language comprehension, or a combination of both.

Students demonstrating word recognition needs receive targeted, explicit, and systematic instruction in phonological and phonemic awareness, phonics, decoding, encoding, and automatic word recognition. Core Knowledge Language Arts (CKLA) and UFLI are used to provide structured foundational skills instruction that is aligned with student’s identified needs and instructional levels.

Students demonstrating language comprehension needs receive targeted instruction in oral language, vocabulary, background knowledge, and reading comprehension. Teachers use grade-level texts and CKLA content to build students' knowledge and language while explicitly teaching comprehension strategies and providing

opportunities for students to engage in meaningful discussion and text-based responses.

For example, when a student performs below benchmark on a universal screener, additional diagnostic and curriculum-based assessments are administered to identify the specific skill deficit. When assessment data indicates that a student has difficulty decoding words but demonstrates adequate comprehension of orally presented language, intervention is focused on word recognition and foundational reading skills. Conversely, when a student demonstrates adequate decoding but has difficulty understanding vocabulary, discussing ideas, or responding to questions about text, instruction is focused on language comprehension.

Student progress is monitored regularly through formative assessments, curriculum-based measures, and other appropriate data sources such as STAR progressing monitoring. Teachers and the MTSS team use progress-monitoring data to evaluate students' response to instruction, adjust intervention groups, refine instructional targets, and determine the need for continued or intensified support. This data-driven process ensures that instruction is responsive to individual student needs and supports continued progress toward grade-level reading 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.

ALA-Blythewood helps to support reading and writing skills at home. Teachers communicate student progress through parent-teacher conferences, assessment reports, and regular communication, providing families with specific, practical strategies that are responsive to individual student needs.

We hosted a Curriculum Night for parents and caregivers to learn about and reading and writing strategies used in the classroom. Families receive resources and guidance to reinforce these skills at home from CKLA “Caregiver Communication” that goes home several times a week. These opportunities promote consistency between classroom instruction and literacy practices at home.

When a student requires additional reading support, teachers and the MTSS team communicate with families regarding the student's identified areas of need, instructional interventions, progress toward identified goals, and specific strategies that can be used at home to reinforce targeted skills. Families are kept informed throughout the intervention process and are encouraged to partner with teachers in supporting their child's continued literacy growth.

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-5 th grade intervention based on all available data to ensure grade-level proficiency in reading.

ALA-Blythewood monitors reading achievement and growth for K–5 students through multiple sources of data, including STAR Renaissance universal screening, curriculum-based assessments, classroom performance, progress-monitoring measures, IXL, and teacher observations. Teachers regularly analyze and discuss student data during Professional Learning Community (PLC) meetings to identify students who are meeting grade-level expectations, students who require targeted support, and students who would benefit from enrichment or additional instructional opportunities.

Students who are not demonstrating adequate reading proficiency receive targeted small-group instruction and intervention aligned to their specific skill needs. Student progress is monitored through classroom assessments, curriculum-based measures, and other appropriate progress-monitoring tools such as Star Progress Monitoring. Data is reviewed through the Multi-Tiered System of Supports (MTSS) process at least every six weeks to evaluate students' response to intervention and determine the effectiveness of instructional supports. The MTSS team, including teachers, instructional coaches, administrators, and other support staff, collaboratively reviews available data to determine whether interventions should be continued, intensified, adjusted, or discontinued.

At the school level, universal screening and student growth data are analyzed to identify grade-level and school-wide trends, evaluate the effectiveness of core literacy instruction and intervention practices, and identify areas where additional

instructional support, professional learning, or resources may be needed. This ongoing cycle of assessment, data analysis, instruction, progress monitoring, and collaborative review ensures that instructional decisions remain responsive to student needs and are focused on supporting all students in achieving grade-level reading proficiency.

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-5 th grade.

ALA-Blythewood provides ongoing professional learning rooted in the Science of Reading, structured literacy, and evidence-based foundational literacy practices for K–5 teachers. Teachers participate in LETRS training to deepen their understanding of how students learn to read and to strengthen their use of evidence-based instructional practices that support oral language, phonological and phonemic awareness, phonics, decoding, fluency, vocabulary, and comprehension.

Teachers also receive training and ongoing implementation support in the use of Core Knowledge Language Arts (CKLA) and UFLI to ensure that foundational literacy skills are taught explicitly, systematically, and cumulatively. Professional learning emphasizes consistent instructional routines, appropriate sequencing of skills, effective use of assessment data, and opportunities for students to apply foundational skills in meaningful reading and writing contexts.

Instructional coaches provide ongoing support through Professional Learning Communities (PLCs), collaborative data analysis, instructional modeling, and individualized coaching. Professional learning is responsive to identified student and teacher needs and is informed by STAR Renaissance data, classroom assessments, instructional observations, IXL data, and other relevant student performance data.

For example, when assessment data indicates that a grade level has a significant need in phonics or decoding, instructional coaching and PLC support may focus on strengthening explicit instructional routines, analyzing student errors, identifying patterns in student performance, and planning targeted small-group instruction.

Teachers receive opportunities to implement, reflect on, and refine instructional practices with ongoing coaching support.

This continuous professional learning system strengthens teacher knowledge and instructional practice while ensuring that teachers have the resources, strategies, and support necessary to provide effective literacy instruction and help all students progress toward grade-level reading proficiency.

Section G: Analysis of Data

As a new school, we do not have SC Ready data so our data analysis is based on Fall Star Data (September 2026).

Strengths	Possibilities for Growth
83% of third graders exceeded, met, or approached grade level expectations based on Fall Star data for 2026	We would like to get the 46% of the third grade students from approaches to met on Spring Star in 2027. If we get 28% from approaches to met, we will then have 65% at met or above.
76% of fourth graders exceeded, met, or approached grade level expectations based on Fall Star data for 2026	We would like to get the 34% of the fourth grade students from approaches to met on Spring Star in 2027. If we get 23% from approaches to met, we will then have 65% at met or above.
73% of fifth graders exceeded, met, or approached grade level expectations based on Fall Star data for 2026	We would like to get the 27% of the fifth grade students from approaches to met on Spring Star in 2027. If we get 19% from approaches to met, we will then have 65% at met or above.

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

- As a new school, we do not have previous years data to analyze or school goals from the previous year to compare. No baseline data is available.

Goals	Progress
Goal 1: As a first year school, no goals are available from previous year.	No Baseline data available.
Goal 2: As a first year school, no goals are available from previous year.	No Baseline data available.
Goal 3: As a first year school, no goals are available from previous year.	No Baseline data available.

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.

As a new school, we have no SC Ready data or progress monitoring data at this point. We have Star benchmark data for Fall as well as benchmark assessments such as the IXL diagnostic/benchmark and screeners from the CKLA curriculum.

Goals	Action Steps
Current Goal #1 (Third Grade Goal): Increase the percentage of third graders with scores representing Meets and Exceeds in the fall of 2026 as determined by STAR Reading from <u>37 % to 65 %</u> in the spring of 2027.	-Identify students early. Analyze beginning-of-year STAR Renaissance universal screening data, CKLA assessments, prior SC READY data, and classroom performance to identify students at risk of not meeting grade-level proficiency. -Implement targeted intervention. Provide evidence-based Tier 2 and Tier 3 intervention using explicit, systematic instruction. Utilize CKLA and UFLI resources to address identified foundational skill needs and provide targeted instruction in vocabulary, background knowledge, and comprehension when language comprehension is the identified area of need. -Prioritize students approaching proficiency. Closely monitor students performing in the Approaches Expectations range and provide targeted small-group instruction designed to address the specific skills preventing them from reaching Meets Expectations, while maintaining intensive intervention for students significantly below grade level.

	-Use PLCs for instructional decision-making. Third-grade teachers and instructional coaches will regularly review student data during PLCs, identify trends and standards requiring additional support, plan reteaching and small-group instruction, and monitor progress toward the proficiency goal.
<u>Current Goal #2:</u> Increase the percentage of fourth graders with scores representing Meets and Exceeds in the fall of 2026 as determined by STAR Reading from <u>42 % to 65 %</u> in the spring of 2027.	-Analyze Standards and Student Performance: Use prior SC READY, STAR Renaissance, and classroom assessment data to identify priority standards and individual skill gaps, with particular attention to students who previously scored Approaches Expectations. -Provide Targeted Small-Group Instruction: Use flexible small groups to provide targeted instruction in vocabulary, comprehension, written response to text, and other identified areas of need while maintaining strong grade-level Tier 1 instruction. -Monitor Students Near Proficiency: Regularly review benchmark and classroom data during PLCs to monitor students approaching proficiency and adjust instruction throughout the year to increase the percentage reaching Meets or Exceeds Expectations.
<u>Current Goal #3:</u> Increase the percentage of fifth graders with scores representing Meets and Exceeds in the fall of 2026 as determined by STAR Reading from <u>46 % to 65 %</u> in the spring of 2027.	-Identify Individual and Grade-Level Needs: Analyze SC READY, STAR Renaissance, and classroom assessment data to identify standards and reading skills contributing to students performing below Meets Expectations. -Provide Targeted Instruction and Intervention: Use explicit small-group instruction and intervention to address identified needs in vocabulary, comprehension, analysis of complex text, and foundational reading skills when appropriate. -Use Data to Accelerate Growth: Conduct regular PLC and MTSS data reviews to monitor students in Does Not Meet and Approaches Expectations, evaluate their response to instruction, and adjust supports to increase the number of students reaching grade-level proficiency.

