

South Carolina Department of Education
Read to Succeed **Pepperhill Elementary School** 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?
 - Five teachers have completed only Volume 1, so far.
- How many teachers in your school have completed Volumes 1 and 2 of LETRS?
 - Sixteen teachers, including Reading Coach and Academic Support teachers, have successfully completed Volumes 1 and 2 of LETRS.
- How many teachers in your school are beginning Volume 1 of LETRS this year?
 - Four teachers, who are new to their role at Pepperhill, are beginning Volume 1 of LETRS this year.
- How many teachers in your school are beginning Volume 2 of LETRS this year?
 - Five teachers are currently enrolled in Volume 2 of LETRS. These are the same teachers from above who have only completed Volume 1 of LETRS thus far.
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS?
 - Two of our PreK teachers have completed EC LETRS.
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year?
 - Currently, no teachers or teaching assistants are enrolled in EC LETRS. One of our teachers is finishing Volume 2 of regular LETRS due to switching grade levels.

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.

Students in grade Pre-K are assessed three times a year utilizing the MyIGDI's assessment, which focuses on specific reading skills: picture naming, rhyming, sound ID, which one doesn't belong (comprehension), and alliteration (beginning during the winter administration). In K-1 students are assessed on specific skills using Fastbridge (letter name, letter sound, segmentation, sentence reading / CBM-R, Concepts of Print) and iReady (Phonological Awareness, Phonics, Vocabulary, Comprehension), and UFLI Foundational Skills Placement Assessment. Grades 2 and above are assessed using iReady, and given additional assessments (CBM-R in Fastbridge, UFLI Foundational Skills Placement Assessment, and Heggerty) when a foundational need is noted. Data from assessments then informs teachers on who and what to target in Tier 2 instruction, as well as, informs who will qualify for additional services from reading intervention.

Instruction in grades PreK-5 includes a balance of foundational skills, vocabulary, and comprehension. In grade 3, the majority foundational skill instruction moves into Tier 2 and Tier 3 groups provided inside and outside the classroom, while in PreK-2 it is a significant portion of the Tier 1 block (about half). In grade 3, Tier 1 instruction does include some sound spelling word. In grades 4 and 5, foundational skills instruction is

South Carolina Department of Education
Read to Succeed **Pepperhill Elementary School** Reading Plan
2026-2027

implemented for those showing a deficit within Tier 1 and 2. In addition, all instruction includes planned scaffolds and supports that allow all students access to grade level content and standards.

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.

At Pepperhill we utilize a high quality literacy curriculum (as determined by Ed Reports) to ensure assessment and instruction is aligned with the science of reading, structured literacy, and foundational literacy skills. In PreK, we utilize Creative Curriculum and Heggerty as our CORE literacy curriculum. While Heggerty mostly focuses on phonemic awareness, letter cards are utilized to review sounds in order to later be able to decode words. Creative Curriculum includes intentional teaching cards that allow for differentiation on pre-k standards to include word recognition. In grades K-2 we utilize Heggerty and CKLA Skills. CKLA Skills specifically teaches students sound spellings, as well as tricky (high frequency) words, to build word recognition. In grades 3-5, we utilize CKLA Knowledge - the grade 3 curriculum includes review of, and some additional, sound spellings to help with decoding. CKLA knowledge for grades 3-5 also includes morphology instruction that can help with word recognition. Our intervention instruction for grades 1-5 for word recognition is SPIRE Up and our EC curriculum is SPIRE. In addition, we are utilizing UFLI foundations to fill phonics gaps, or at times enrich students, during Tier 2 instruction for grades K-5 in the classroom. These programs are aligned with the science of reading due to their explicit phonics instruction and scope and sequence. Instruction is done through teaching students decodable parts of words and relying on “the code” to read and write.

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.

Our PreK students are given the Dial-4 screener upon entering, and MyIGIDI’s three times per year. In kindergarten and first grade, students are administered the Fastbridge 1:1 reading assessment as a universal screener, in addition to iReady reading. Kindergarten also administers the KRA for beginning of the year data. Grades 2 and above are assessed using iReady, and given additional assessments (CBM-R in Fastbridge, a decoding inventory, and Heggerty) when a foundational need is noted. These pieces of data are reviewed to determine the need for classroom Tier 2 instruction, or Tier 2 / 3 instruction with a literacy interventionist. Data is looked at by overall percentile, grade level placement, and specific domains / skills to determine if intervention is needed. If intervention is needed, students are then given placement tests correlated to what the data shows is their area of need (word recognition or language comprehension) in order to identify their specific area of need. They are then grouped appropriately with other students and a placement test is utilized to determine what to target, and/or the starting place in the provided SPIRE Up intervention curriculum, if the need is phonics based. SPIRE Up contains explicit phonics instruction with connection to t Additionally, data and placement tests are utilized to place students needing word recognition intervention into classroom intervention groups using the UFLI foundations program. Students with language comprehension needs are provided with Tier 2 support in the classroom utilizing the iReady Teacher Toolbox, and supplemental CKLA

South Carolina Department of Education
Read to Succeed **Pepperhill Elementary School** Reading Plan
2026-2027

(Tier 1 curriculum) resources. Tier 3 students with a language comprehension deficit may be provided a pull out intervention group utilizing the 95 percent group comprehension curriculum.

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.

Teachers conference with parents in the fall to review strengths, areas of improvement, and strategies for home. With our third grade students, any student identified at-risk of retention is required to have a conference each quarter. In addition, after each benchmark window, teachers provide parents with the iReady parent report that summarizes achievement and growth, as well as provides next steps for home. Teachers utilize homework aligned with the curriculum, in addition to reading logs, for work at home. Parents are notified of access to iReady individual learning pathways and provided log-in information in order for students to work at home. Lastly, teachers are required to make monthly parent phone calls that include updates on academic progress.

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.

Teachers monitor student progress on iReady individual pathway at least once a week. Teachers monitor for amount of time spent, percent of lessons being passed, individual alerts of student struggle, and closely monitor their pathway to determine if work is targeting their current, specific need. In addition, curriculum assessments are utilized (CKLA Skills, CKLA Knowledge) and data is analyzed within PLC's for strengths, misconceptions, and next steps based on the data. The same protocol is utilized with quarterly benchmarks aligned to grade level standards provided by the school district. Data meetings occur weekly, and if there is not an assessment to analyze, teachers pre-select a piece of student work related to a priority standard for analysis. Interventionists utilize Fastbridge CBM-R progress monitoring, letter sounds, or nonsense words (depending on which is appropriate to the goal and grade level), as well as SPIRE Up embedded curriculum assessments during the independent practice portion of the lesson to determine student progress. Interventionists participate in monthly trend checks to review individual and group progress with the intention of continuing if progress is made, or making changes if progress isn't occurring. Lastly, a literacy focused MTSS occurs monthly to review any current data as a team, note progress of intervention students, and problem solve at any level.

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.

South Carolina Department of Education
Read to Succeed **Pepperhill Elementary School** Reading Plan
2026-2027

All teachers were given the opportunity, and encouraged to, engage in LETRS professional learning. Weekly, 90-minute, PLC's focus on unpacking of standards with discussion on alignment to curriculum and assessments in order to ensure teaching meets the rigor of the standard, as well as, expectation for student work / responses. In addition, PLC's focus on internalizing the curriculum, applying our LETRS knowledge, and strategies to teach it with integrity. Faculty meetings are used to provide professional development (i.e. MLL strategies, UFL, etc...) that all teachers need. In addition, teachers are encouraged to sign up for other PD provided through the district.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• Systems and structures continue to be in place for all tiers of literacy instruction. • All students are provided access to grade level content and standards. No pull outs occur during Tier 1 instruction. • Saw an increase in phonological awareness (+11 points) proficiency according to iReady for Fall 2026. • Weekly data meetings occurring consistently with teachers unpacking standards, comparing student work to the standard and exemplar, and making action plans.	• Continue to strengthen Phonics achievement and fill gaps for Grades 2-5. • Vocabulary development to support both ML's and overall comprehension scores. • More explicit modeling and opportunity for student practice in writing aligned with CKLA.

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).

South Carolina Department of Education
Read to Succeed **Pepperhill Elementary School** Reading Plan
2026-2027

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 28.8% to 38.8% in the spring of 2026.	The percentage of third graders scoring “Meets and/or Exceeds expectations” on SC Ready ELA in the spring of 2026 was 34.0% (+5.2 from Spring 2025). We made progress toward the goal, but did not meet it.
<u>Previous Goal #2:</u> Increase the percentage of grades 3-5 students scoring meets or exceeds on SC READY from 37.6 in the spring of 2025 to 48.6 in the spring of 2026.	The percentage of grades 3-5 students scoring “Meets and/or Exceeds expectations” on SC Ready ELA in the spring of 2026 was 34.8% (-2.8% from Spring 2025). We did not make progress toward our goal.
<u>Previous Goal #3:</u> Increase the percentage of grades K-5 students placing mid or above grade level in the phonics domain on I-READY Reading from 48% in Spring 2025 to 58% in the spring of 2026.	The percentage of students in grades K-5 scoring mid or above grade level in the phonics domain on i-Ready Reading in Spring of 2026 was 56% (+8% from Spring 2025). We made progress toward the goal, but did not meet it.

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.

South Carolina Department of Education
Read to Succeed **Pepperhill Elementary School** Reading Plan
2026-2027

Goals	Action Steps
<u>Current Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 34.5% to 37.8% in the spring of 2027.	● Utilize CKLA tier 1 instruction for ALL students. ● Weekly, 90-minute PLC's with grade-level content teams that consist of: ○ Identifying and unpacking standards essential to the unit of learning ○ Ensuring the team understands what the rigor of the standard looks like, how to teach the standard, and what an expected student response should be. ○ Analyzing student work and assessment items, utilizing the See It, Name It, Do It Protocol, that align with the essential standards for the unit. ■ Utilize Mastery Connect to monitor student progress and track standard mastery. ● Coaching cycles completed by the reading coach targeting teacher individual needs for growth. ● Utilize the Get Better Faster Feedback Cycle for walkthroughs ○ Quarterly instructional Team Learning Walks for alignment of teacher feedback. ○ Weekly principal - coach collaboration observations. ● Utilize iReady teacher toolbox resources and UFLI foundations to provide small groups during Tier 2 block to target individual needs of students phonics, vocabulary and comprehension. ○ Pull out support during RTI for ML, Intervention, and EC students based on their targeted area of need. ● Provide Reading Intervention to students on the district identified Read to Succeed list targeting the approved program best aligned to their needs (SPIRE Up). ● iReady learning pathway in conjunction with weekly teacher conferencing, as needed, on progress towards specific skills as identified by iReady learning pathway alerts. ● 90 day plan goal of intentional student subgroup support focused on EC and MLL students. ○ Initial teacher training, and follow-up monthly PD, on the SIOP method for teaching ML's. ● Increase push-in minutes for ML and EC students to provide more scaffolds and support within the Tier 1 curriculum.

South Carolina Department of Education
Read to Succeed **Pepperhill Elementary School** Reading Plan
2026-2027

<u>Current Goal #2:</u> Increase the percentage of grades 3-5 students scoring meets or exceeds on SC READY from 34.8% in the spring of 2026 to 43.5% in the spring of 2027.	● Utilize CKLA tier 1 instruction for ALL students. ● Weekly, 90-minute PLC's with grade-level content teams that consist of: ○ Identifying and unpacking standards essential to the unit of learning ○ Ensuring the team understands what the rigor of the standard looks like, how to teach the standard, and what an expected student response should be. ○ Analyzing student work and assessment items, utilizing the See It, Name It, Do It Protocol, that align with the essential standards for the unit. ■ Utilize Mastery Connect to monitor student progress and track standard mastery. ● Coaching cycles completed by the reading coach targeting teacher individual needs for growth. ● Utilize the Get Better Faster Feedback Cycle for walkthroughs ○ Quarterly instructional Team Learning Walks for alignment of teacher feedback. ○ Weekly principal - coach collaboration observations. ● Utilize iReady teacher toolbox resources and UFLI foundations to provide small groups during Tier 2 block to target individual needs of students phonics, vocabulary and comprehension. ○ Pull out support during RTI for ML, Intervention, and EC students based on their targeted area of need. ● iReady learning pathway in conjunction with weekly teacher conferencing, as needed, on progress towards specific skills as identified by iReady learning pathway alerts. ● 90 day plan goal of intentional student subgroup support focused on EC and MLL students. ○ Initial teacher training, and follow-up monthly PD, on the SIOP method for teaching ML's. ● Increase push-in minutes for ML and EC students to provide more scaffolds and support within the Tier 1 curriculum.
<u>Current Goal #3:</u> Increase the percentage of grades K-3 students placing mid or above grade level in the phonics domain on I-READY Reading from 56% in Spring 2026 to 66% in the spring of 2027.	● Implementation of CKLA Skills (K-2). Internalization of curriculum and standards / phonics skills tracking for individual students. ● Implementation of Heggerty (CD-2) ● Tier 2 RTI block focused on filling phonics gaps for those showing a need from iReady diagnostic and subsequent phonics skill testing (Grades K-5) utilizing UFLI Foundations program.

South Carolina Department of Education
Read to Succeed **Pepperhill Elementary School** Reading Plan
2026-2027

	○ Tutored by Teachers for targeted students during RTI block to include 3x/week of UFLI Foundations with an online teacher (Grade 1, 2, and 4). ● Targeted intervention utilizing explicit phonics programs (SPIRE Up for intervention; SPIRE for EC). ● Unpacking of foundational skills standards within PLC's ○ Weekly data meetings focused on analyzing student work related to foundational skills.
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