

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? 7
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 17
- How many teachers in your school are beginning Volume 1 of LETRS this year? 2
- How many teachers in your school are beginning Volume 2 of LETRS this year? 7
- 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? 1

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.

Instruction:

RCES has adopted HMH Into Reading curriculum which was vetted by the SDE to provide detailed lesson plans and pacing guides to support the five pillars of reading instruction. To properly inform tier one instruction, the teachers work in grade level teams to decide on an indicator-level focus for instruction using the HMH resources. The teachers meet weekly to ensure HMH lessons are aligned with SC ELA standards and indicators. RCES has taken a hard look at daily objectives for tier one instruction and how teaching to those intentional daily objectives promotes mastery of the grade level indicators. The literacy coach is supporting these conversations and the curriculum development.

In addition to HMH, teachers use iReady *my path* to individualize instruction across the pillars. In grades K-2, teachers use the HMH Structured Literacy lessons in conjunction with UFLI Foundations to ensure the most effective teaching and learning of grade level oral language, phonics, and phonological awareness standards. Pre-K and 5K teachers supplement their phonological awareness instruction with Heggerty throughout the day. In grades 3-5, teachers use LETRS spelling inventory and UFLI to address tier one concerns with phonics and phonological awareness.

Assessments:

RCES uses various assessments to inform instruction for grade level ELA standards. Our pre-K teachers administer the myIGDIs to assess the areas of need of their students. K-5 students take iReady Diagnostic three times a year which detail areas of weakness and strength across the pillars. Grades 1-5 teachers administer the LETRS Spelling Inventory and analyze results to plan whole group

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instruction. Teachers in grades K-3 administer DRA (Developmental Reading Assessment) to assess students' reading behaviors and strategy use which measures vocabulary, fluency and comprehension. If a student is scoring below grade level on any of the iReady pillars, the teachers, with the assistance of the literacy coach, will administer additional assessments to drill down to areas of need. Classroom assessments are created and revised by using the backwards design model to best teach indicators intentionally. All grade levels administer common indicator-based assessments to provide consistent data on grade level assessments. Data from these common assessments are analyzed and reflected on. Instructional next steps depend on this standards analysis.

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.

RCES uses several research-based assessments and programs for Pre-K-5th grade students. These assessments and programs are aligned to the science of reading. Through the use of assessment tools (iReady, LETRS Spelling Inventory, etc), K-5 teachers are able to identify whole group and small group needs in the areas of phonics, sight word recognition, and spelling. For students showing the deficiencies in word recognition, teachers use UFLI to supplement their HMH curriculum in small groups.

K-2 teachers use UFLI for whole group instruction foundational skill instruction. After consulting with the SC state standards, teachers follow the scripted phonemic awareness and phonic lessons each day for tier one instruction.

Students who are performing in the tier 2 and 3 ranges on iReady are given additional testing to narrow the focus to the skill deficits. These additional tests are the PAST (Phonological Awareness Screening Test), CORE phonics, sight word screeners, spelling and dictation screeners, and/or UFLI Placement Test. Teachers plan small group instruction based on the results of these additional assessments.

Classroom word study assessments have shifted in the past two years. Students no longer study a list of spelling words to write on Friday. Teachers instruct students during the week on a tier one phonics pattern and then students must apply the use of the pattern with unknown words on Friday. This allows us to assess the transfer of the skill to new words.

Pre-K teachers administer the myIGDIs assessment to measure foundational reading skills to include developing word recognition skills.

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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RCES uses universal screening data and diagnostic assessment data to determine targeted pathways of intervention. Three times a year, our school administers iReady to all students (K-5) and the LETRS Spelling Inventory to first-fifth grade students. K-3 students are administered the DRA (Developmental Reading Assessment). After each testing administration, the grade level teams along with the administration and literacy coach work to identify students who are performing in the bottom 16th percentile (tier 3). These students are then further tested with UFLI Placement test, IAI (Indicator Aligned Inventory) and/or CORE phonics assessment to first verify the accuracy of the screener data, but to also begin a plan of instruction based on the areas of phonological awareness and phonics. If the student is in grades 1-3, an interventionist pulls the students in small groups to intervene in the areas of concern. The literacy coach notifies the parents of students receiving intervention and invites them to come in for a conference.

For students scoring in the 17th-40th percentile on multiple assessments, teachers administer one or all of the above assessments to inform tier 2 groups and instruction. Teachers will also consult diagnostic reports in iReady to identify areas of additional support and use the iReady resources related to those areas. After meeting with the data team to share and problem solve, teachers begin instruction based on the targeted areas of weakness. The literacy coach supports the needs of teachers and students as needed.

All formal testing data is compared to the classroom grades to ensure alignment.

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.

RCES has frequent communication with parents to help them understand how they can support their readers and writers at home. After all assessments, the school sends home reports of their student's progress with an explanation of areas of strength and weakness. The iReady report specifically outlines recommendations for how to help at home.

Our principal shares our reading plan and literacy goals with our School Improvement Council and Parent/Teacher Organization. These groups work to support these initiatives where appropriate.

Teachers send home weekly newsletters highlighting various ways to support their students with reading and writing development. The literacy coach puts a monthly tip in the school parent newsletter as well. In grades K-2, sight words and decodables are sent home for nightly practice.

RCES hosts Title One parent/teacher nights several times a year. Each time, the school provides resources and tips to parents to help with things like sight words and phonics.

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The literacy coach communicates with parents of the students receiving tier 3 intervention to offer support and share the many strategies we are using at school to foster reading and writing at school.

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.

RCES progress monitors reading achievement and growth at the classroom and school level. Pre-K and 5K teachers use anecdotal records and weekly progress monitoring of grade level standards to address students' areas of weakness. When identified, the students are pulled one-on-one or in small groups to practice. In grades 1-5, teachers use classroom grades, DRA, iReady, and SCReady to make instructional decisions about students. Once students' needs are identified, additional testing is administered to drill down to the gaps in learning. (See above in *Intervention*) Additionally, school data team meets quarterly to discuss various forms of data and how teachers can be supported to close reading gaps.

As a school, students receiving tier 3 intervention are progressed-monitored every 2 weeks using various instruments depending on the areas of weakness. Our goal is to monitor Tier 2 students every 4-6 weeks depending on the areas of weakness. DRA progress monitoring tool is used to measure progress in comprehension and fluency. Timed sight word lists are used to measure progress with identifying sight words. Heggerty assessments and PAST are used specifically with students with phonological awareness deficits. Decodables and phonics words lists are used to measure progress in the areas of phonics instruction.

In November, after mid-semester testing is done, all students are re-evaluated based on documented strengths and weaknesses. The intervention team examines DRA, iReady, and classroom grades. Students in tier 3 intervention, who are not showing improvement, are referred to the SIT team. Students showing marked progress are dismissed from intervention groups. New students may or may not be identified and picked up for intervention services. This same process is repeated in March.

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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.

RCES has 20 out of 23 teachers in Pre-K through 3rd grade who have completed both volumes of LETRS training. Seven teachers are in their volume 2 LETRS training and two are beginning their LETRS training this year. All of our special education teachers and speech therapists have also been trained. In grades 4 and 5, all of our ELA teachers are completing Volume 2 LETRS training this year. Our literacy coach and a second grade teacher have participated in facilitators' training. The literacy coach has completed the Volume 1 and 2 training, while the second grade teacher has completed Volume 1.

All K-3 teachers have also been trained to use UFLI foundations as a tool for isolating and improving foundational literacy skills either in whole group or small group.

Our Instructional Leadership Team at RCES meets bi-weekly to discuss instructional needs in the building and then plan appropriate PLCs to address the pressing needs. PLCs have started with an emphasis on breaking state standards/indicators into focused daily objectives for intentional Tier 1 instruction. The team will also focus professional development on data-driven instruction and how to look deeper at assessments to uncover more specific needs, especially around the foundational skills. The team also plans to focus PLC time on the Student Intervention Team process and supporting the teacher's role in data collection. RCES has a new SIT coordinator and the school is working to streamline the process through the tiered systems of support.

Section G: Analysis of Data

Strengths	Possibilities for Growth
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• The SCReady data for students scoring ‘meets and exceeds’ in grades 3-5 all increased from the 2025 scores. • According to iReady data, high frequency words are a relative strength compared to the other foundational skills. •	• While ‘does not meet’ numbers continue to drop longitudinally on SCReady, our students scoring exceeds do as well. We would like to see our “exceeds” numbers growing instead of dropping through the grades. • According to iReady, students in grade K-3 don’t seem to be retaining phonics and phonemic awareness skills previously acquired in the previous year. • According to longitudinal SCReady data, our fourth grade students scoring “approaches” increases each year. Which means, we are losing “Meets” students to this category.
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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
<u>Previous Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in 2025-2026 as determined by SC READY from ____62.5__ % to __65__ % in the spring of 2025-2026.	RCES met this goal. Almost 71% of our third graders scored meets or exceeds on SC Ready.
<u>Previous Goal #2:</u> By the spring of 2026, RCES will increase the percentage of 4th-6th grade students scoring “meets and exceeds” on the ELA portion of SCReady by 3% (53.3% to 56.3%).	RCES met this goal. Our 4 th -6 th graders increased the “meets and exceeds” percentage on the ELA portion by more than 3% to 56.8%

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<u>Previous Goal #3:</u> By the spring of 2026, the percentage of K-2 students scoring “On grade level” and above (green) on the phonics measure of iReady will increase from 19.6% to 40%.	RCES met this goal. Our percentage of K-2 students scoring “on grade level” and above on the phonics measure of iReady increased to 59.3%

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 third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from _70.1__ % to _73__ % in the spring of 2027.	1. Continue to use all the data to provide intentional and appropriate tier 1, tier 2, and tier 3 instruction. This data will be analyzed in data meetings and in grade level meetings. 2. Continue to revise and refine indicator level assessments that measure mastery of the standards.

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	3. Revise and strengthen the focus of daily lesson plans to break down indicators into daily objectives to ensure in depth teaching and greater student understanding.
<u>Current Goal #2:</u> By the spring of 2027, RCES will increase the percentage of 4th-6th grade students scoring “meets and exceeds” on the ELA portion of SCReady by 3% (56.8% to 59.8%).	1. Continue to use all the data to provide intentional and appropriate tier 1 instruction. This data will be analyzed in data meetings and in grade level meetings. 2. Continue to revise and refine indicator level assessments and measure mastery of the standards. 3. Administer school-created nine weeks assessments based on the indicators that were taught during this time. This formative assessment will determine indicators that need to be retaught whole group or in small group sessions. 4. Focus on scheduling intentional feedback on weekly/monthly assessments with students.
<u>Current Goal #3:</u> By the spring of 2027, the percentage of 1st-3rd grade students scoring “On grade level” and above (green) on the phonics measure of iReady will increase from 27% to 65%.	1. Weekly team planning to ensure teachers are instructing foundational skills with fidelity using HMH Structured Literacy and/or UFLI in conjunction with state foundational indicators. 2. Use all the data to help teachers form quality tier 2 groups based on screener data and additional subskill testing to identify weaknesses. 3. Support tier 3 students with extra pullout support.

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