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? 15
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 28
- How many teachers in your school are beginning Volume 1 of LETRS this year? 1
- How many teachers in your school are beginning Volume 2 of LETRS this year? 15
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? 0
- 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.

Instruction and assessments for PreK-5th-grade students include the 5 pillars of reading. The ELA standards for South Carolina, along with the curriculum, explicitly teach students each of the following components. By increasing the rigor of these pillars, educators can effectively support students' literacy development and prepare them for higher-level reading tasks as they progress through each grade.

Oral Language: Teachers in PreK-1st grade participate in the oral language component through interactive, high-quality read-alouds, storytelling, dramatic play, a language-rich environment, and phonological awareness games. Teachers in 2nd-5th grade participate in the oral language component through text-focused classroom discussions, partner work, collaborative learning, and oral summaries and presentations. This skill, oral language, is ongoing and includes both formal and informal methods to monitor growth and identify specific student needs. It is assessed by individual screenings, oral and picture prompts, text retelling, and observations, and/or checklists, that correlate to the ELA standards.

Phonological Awareness: Teachers use curriculum such as OpenCourt and HMH into Reading to solidify students' phonemic awareness. Through the training of LETRS, teachers are able to support the curriculum with more intense strategies. Phonemic awareness instruction for the youngest learners, PreK-Kindergarten, focuses on broad, foundational skills, such as recognizing and producing rhyming words, alliteration, sentence segmentation, blending and segmenting words into their syllables, and onset and rime. Phonemic Awareness in grades 1st-5th builds on foundational skills by focusing on advanced phonemic awareness, including the manipulation of individual phonemes. This includes phoneme blending, phoneme segmentation, and phoneme manipulation (deletion, addition, substitution). Assessments include EasyCBM, , MAP, and the Phonological Awareness Screening Test.

Phonics: Teachers utilize explicit, systematic, and sequential curriculum such as OpenCourt and HMH in Reading to show the relationship between phonemes and graphemes. Assessments can include Reading A-Z, UFLI, progress monitoring in small groups, and observations while students decode.

Fluency: Reading fluency is included through techniques that focus on the key components of accuracy, rate, and prosody (expression). For younger students, the focus is on foundational skills, while older students work on perfecting their expression and speed. Teachers model fluency to students through shared reading. Students are able to practice fluency through choral reading, reading a story multiple times, and partner reading. Teachers assess fluency through timed passage

reading, EasyCBM, Reading A-Z fluency passages, and OpenCourt passages. As stated earlier, being able to be fluent readers is not just about reading quickly, but also being able to read with expression, pace, and accuracy.
Vocabulary: Vocabulary is taught through explicit teaching, daily conversations, and various activities that build word knowledge and enhance comprehension. For the youngest students, vocabulary instruction is built through reading aloud, rich conversations, theme-based vocabulary, and word play. It is usually assessed through informal observations and expressive vocabulary tests. In grades 1st-3rd, vocabulary instruction typically shifts to more explicit and systematic strategies, such as contextual instruction (focuses on "Tier 2" words), word relationships, graphic organizers, and word walls. Vocabulary in these grades is usually assessed through informal assessments and word knowledge tasks. In the upper elementary grades of 4th and 5th, vocabulary instruction becomes more focused on strategies for independent word learning, especially using morphology. Teachers strategically teach vocabulary through direct teaching and providing rich contexts in their reading, word mapping, and semantic mapping. HMH into Reading has vocabulary words included in each reading that teachers can explicitly teach. Teachers assess vocabulary through HMH assessments and informally through students' writing and discussions.
Comprehension: Teachers use their OpenCourt or HMH curriculum, along with LETRS Comprehension Planning Checklists, to teach students how to comprehend texts. The younger grades teach comprehension by discussing stories and recalling main events, and answering simple questions about texts read aloud. The older students are taught comprehension by analyzing texts, making inferences, summarizing content, and discussing themes and character motivations in more complex texts.
By incorporating these components into assessments and instruction, teachers are able to identify individual student needs, modify interventions, and support all students in reaching grade-level proficiency in reading.

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.
Word recognition is important for building a student's fluency and comprehension. It is a critical skill that is supported by the Science of Reading that teaches students decoding, orthographic mapping, and word analysis through a systematic approach. Each curriculum that our district has provided for ELA supports each of these components necessary for building word recognition through a structured literacy approach. Open Court and HMH both include phonics skills for students to recognize words quickly and use those words for reading comprehension. Word recognition is an essential skill that supports fluency, comprehension, and vocabulary development for literacy success.

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.

Langford Elementary uses universal screeners and diagnostic assessments as a way to determine which students are not showing grade-level proficiency and need extra support. Universal screeners include MAP, EasyCBM, and Progress Learning. These assessments will allow teachers to see which students need additional intervention services. Diagnostic assessments are UFLI Placement assessment, Assessment for Reading PA test, and Fluency tests with retell. Open Court assessments and HMH assessments are also used as progress monitoring tools to assess and readjust tier 1 instruction as needed. Teachers can then use these assessments to determine the exact area a student needs extra support. The diagnostic assessments used in our school are given to progress monitor students

based on what support they need in tier 1 instruction. If progress is not being made, teachers can present the student's data to the IAT team for further evaluation and extra support.

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.

Parents are a vital part of Langford Elementary. They are the students' first teachers, so we want to make sure we equip them with tools necessary to support their child's literacy development. Some things we do to keep parents informed are parent-teacher conferences, interim reports, parent square communication, weekly folders, teacher-created weekly newsletters, Literacy Night, list of ways parents can support their child that is differentiated to meet their specific needs. Each one of these items mentioned is a way we keep parents involved and up to date on how their child is performing, and how to continue to support them. Parent support plays a vital role in fostering academic success, promoting positive behavior, and creating a collaborative environment that benefits students, teachers, and the broader school community.

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.

Langford Elementary provides monitoring of reading achievement and growth at the classroom and school level to ensure reading proficiency through various strategies and data driven decisions. We monitor the reading achievement through MAP, UFLI, and quarterly assessments (benchmarks). At Langford we have MTSS and IAT meetings monthly where teachers show documentation on how students are progressing, or not progressing. The IAT, MTSS team, and the classroom teacher will decide, based on the data, as to what additional support would be appropriate for each student. Through EasyCBM and UFLI weekly monitoring, teachers are able to progress monitor their students to ensure they are on the right track, or if additional support is needed. We also have RTI in place through 3 different tiers. Tier 1 is done in the classroom by the general education teacher through explicit, systematic, and sequential instruction. The literacy coach is able to step in and offer support to close achievement gaps within the classroom. Tier 2 and Tier 3 students are pulled out by an interventionist where they are receiving extra support from the LLI reading program in small groups to target certain skills, and Orton Gillingham is used because it provides explicit, systematic, and multisensory phonics instruction that struggling readers need.

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.

Langford Elementary is making a shift to structured literacy with foundational literacy skills through the Science of Reading to support all students in our school. The Literacy Coach will conduct PD's on foundational literacy skills that are embedded in the Science of Reading, using LETRS Phonics Lesson Plan framework, as well as LETRS Comprehension Planning Checklist to make sure each important aspect of comprehension instruction is being targeted and taught. Instructional coaching cycles and collaborative planning also provides teachers with training rooted in the science of reading. Teachers partner with the Literacy Coach for customized coaching cycles. These cycles focus directly on translating Structured Literacy theory into active classroom teaching. The curriculum, Open Court and HMH, are aligned with the Science of Reading and incorporate structured literacy and foundational literacy skills in each lesson. Teachers have the capability to

engage in training, in either of the stated curriculums. Teachers in K-5 are also receiving ongoing training in LETRS that is embedded in the Science of Reading and foundational literacy skills where teachers are learning useful strategies that they can implement in their classrooms.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• Weekly PLC meetings where we are able to collect and analyze a wide variety of data to help educators test instructional strategies, pinpoint specific learning gaps, and track student progress over time • Weekly grade-level planning that is centered on academics and standards. • Have an IAT team that is able to review data and make sure students are given the extra support they need.	• Understanding what to do next with the data collected and analyzed so that planning next steps help determine how instruction changes to bridge learning which drives continuous progress and allows teachers to test instructional strategies and adapt when students need more support • Training on structured literacy and what teaching with clarity means, as a school-wide campus. Making sure our Tier 1 instruction is explicit and systematic because it provides a clear, logical foundation that helps 80% or more of all students meet grade-level expectations without needing extra intervention • Vertical alignment across grade levels to prevent learning gaps and avoid accidentally re-teaching concepts students already mastered, saving valuable classroom time for advanced work

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
Previous Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets & Exceeds in the spring of 2025 as determined by SC READY from 66.4 % to 75 % in the spring of 2026.	• With this goal not having been met for the 25-26 school year (Spring SC Ready was a 71.6%) we already see evidence of third-grade students making steady progress toward the goal of achieving 75.6% proficiency on the state ELA SC Ready assessment. Current data indicates growth in key literacy skills, with targeted instruction focused on addressing identified areas of need. Teachers are using assessment data to adjust instruction, provide targeted small-group support during their Tier 1 instruction, and strengthen students' application of grade-level reading skills. Continued monitoring of student progress and strategic instructional support will remain a priority as students work toward meeting the 75.6% proficiency goal.
Previous Goal #2: LE will increase the percentage of second grade students scoring At or Above in the fall of 2025 to spring of 2026 as determined by Measures of Academic Performance (MAP) from 48% to 53%.	• With this goal not having been met for the 25-26 school year (MAP score was a 35%) we already see evidence of second-grade students making steady progress toward the goal of achieving 53% proficiency on the norm-referenced assessment. Current data indicates growth in key literacy skills, with targeted instruction focused on addressing identified areas of need. Teachers are using assessment data to adjust instruction, provide targeted small-group support during their Tier 1 instruction, and strengthen students' application of grade-level reading skills. Continued monitoring of student progress and strategic instructional support will remain a priority as students work toward meeting the 53% proficiency goal.
Previous Goal #3: Increase the percentage of fourth graders scoring Meets & Exceeds in the spring of 2025 as determined by SC READY from 58.7% to 61.7%.	• Having exceeded the goal for the 25-26 school year (Spring SC Ready was a 63.5%) fourth-grade students demonstrated positive progress toward the established ELA state SC Ready assessment goal, achieving 63.5% proficiency during the previous school year. This achievement reflects the impact of targeted literacy instruction, data-informed planning, and focused support in identified areas of need.

	Moving forward, teachers will continue to build on this progress by strengthening grade-level instruction during their Tier 1, monitoring student data, and providing targeted support to sustain and increase student achievement.

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
Current Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 71.6 % to 75.6 % in the spring of 2027.	• Routine PLC meetings with administration, coaches, and district specialists • Analyze data to ensure explicit, systematic, sequential instruction is aligned to the South Carolina state indicators. • Provide PD and coaching on using data to inform instruction • Provide intentional PD and coaching on effective techniques and learning from the LETRS framework to align to the Science of Reading • Teachers will use data to inform instruction • Review quarterly benchmark data and use it to guide instruction

	• Use small group to provide targeted, differentiated, intensive instruction • Use small group to provide targeted, differentiated, intensive instruction for striving readers during Tier 1 Intervention utilizing UFLI program • Explicit Tier 1 Instruction, with a focus on explicit modeling & Think Aloud, to increase teacher integrity
Current Goal #2: Langford Elementary will increase the percentage of second grade students scoring At or Above in the fall of 2026 to spring of 2027 as determined by Measures of Academic Performance (MAP) from 48 % to 53%.	• Explicit Tier 1 Instruction, with a focus on explicit modeling & Think Aloud, to increase teacher integrity • Routine PLC meetings with administration, coaches, and district specialists • Analyze data to ensure explicit, systematic, sequential instruction is aligned to the South Carolina state indicators. • Provide intentional PD and coaching on effective techniques and learning from the LETRS framework to align to the Science of Reading • Teachers will use data to inform instruction • Review quarterly benchmark data and use it to guide instruction • Use small group to provide targeted, differentiated, intensive instruction • Use small group to provide targeted, differentiated, intensive instruction for striving readers during Tier 1 Intervention utilizing UFLI program

Current Goal #3: Increase the percentage of fourth graders scoring Meets & Exceeds in the spring of 2026 as determined by SC READY from 63.5 % to 68.5 % in the spring of 2027.	• Routine PLC meetings with administration, coaches, and district specialists • Analyze data to ensure explicit, systematic, sequential instruction is aligned to the South Carolina state indicators. • Provide intentional PD and coaching on effective techniques and learning from the LETRS framework to align to the Science of Reading • Teachers will use data to inform instruction • Review quarterly benchmark data and use it to guide instruction • Use small group to provide targeted, differentiated, intensive instruction • Progress monitoring monthly to close the achievement gap according to a student's Individualized Reading Plan • Explicit Tier 1 Instruction, with a focus on explicit modeling & Think Aloud, to increase teacher integrity