

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

At Macedonia Elementary Middle School, we are committed to providing high-quality, evidence-based literacy instruction grounded in the Five Pillars of Literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Our use of High-Quality Instructional Materials (HQIM) provides teachers with a strong, coherent foundation for delivering grade-level literacy instruction while allowing us to intentionally layer research-based resources to address the specific needs of our learners.

Heggerty provides daily, explicit instruction in phonemic awareness, helping students hear, identify, and manipulate the sounds in spoken language. UFLI Foundations builds on these skills through systematic and explicit phonics instruction, strengthening students' ability to decode, encode, and recognize words. Wonders provides students with frequent opportunities to apply foundational skills while developing vocabulary, building background knowledge, engaging with increasingly complex texts, and strengthening comprehension.

Our instructional approach is supported by ongoing assessment and progress monitoring. The LETRS Spelling Screener helps teachers identify students' spelling and phonics patterns and pinpoint specific areas for instruction. UFLI progress monitoring provides ongoing information about students' mastery of foundational skills and helps teachers determine when additional practice, reteaching, or intervention is needed. Wonders assessments provide information about students' mastery of grade-level literacy skills, vocabulary, comprehension, and standards. Teachers use these multiple sources of data to make intentional instructional decisions within the HQIM framework.

Together, our HQIM, research-based resources, explicit instructional practices, and data-driven assessment system create a cohesive approach to literacy instruction. This alignment ensures that students receive consistent, systematic instruction while teachers have the tools

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and information needed to respond to individual learning needs. Our goal is to ensure that every student develops the foundational skills, knowledge, vocabulary, and comprehension necessary to become a confident, capable, and independent reader.

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's approach to word recognition assessment and instruction in PreK-5 is intentionally aligned with the Science of Reading, Structured Literacy, and foundational literacy skills. Instruction is systematic, explicit, cumulative, and responsive to student data, with a focus on ensuring that students develop the skills necessary to accurately and automatically recognize words.

Across PreK-5, word recognition instruction follows a progression that moves students from oral language and phonological awareness to phonemic awareness, phonics, decoding, encoding, automatic word recognition, and fluent reading. Teachers explicitly model new skills, provide guided practice, and gradually release responsibility to students through independent application.

All ELA teachers in PreK-5th grade with the exception of one have completed LETRS. This knowledge allows teachers to diagnose students' deficits and provide them with the personalized instruction needed to become proficient readers. Word recognition skills are assessed through multiple measures to identify student strengths, gaps, and instructional needs. The LETRS Spelling Screener is used to examine students' spelling patterns and phonics knowledge and helps teachers identify specific areas of foundational skill development. UFLI progress monitoring provides ongoing information regarding students' mastery of phonics patterns, decoding, and word-reading skills. Wonders assessments provide additional information regarding students' application of foundational skills within grade-level literacy instruction.

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.

In myIGDIs provides developmentally appropriate information about students' early literacy skills. Data are used to identify strengths and areas of need in foundational skills such as phonological awareness, alphabet knowledge, and early word recognition. This allows teachers to identify students who may need additional support before reading difficulties become more significant.

In K-5, i-Ready Inform provides screening and diagnostic information related to students' reading performance and helps teachers identify specific areas of need. Teachers review student performance to determine whether difficulties are primarily related to foundational/word recognition skills, language comprehension, or both.

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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.

Our school provides multiple opportunities throughout the school year to engage families in supporting student learning. Parent engagement events are offered regularly and provide families with practical information, resources, and materials they can use to support academic success at home.

Teachers maintain consistent communication with families through weekly newsletters and Class Dojo which include literacy tips, information about the skills and indicators being addressed, as well as suggestions for reinforcing learning at home. Quarterly parent conferences provide an opportunity to discuss individual student achievement, growth, strengths, and areas for continued development, while also offering families specific strategies for supporting their child at home.

Families are also provided with guidance on using the Parent Portal to monitor student grades and academic progress. ParentSquare, the district's main communication method, to maintain ongoing communication with teachers and the school. Through these multiple communication and engagement opportunities, we work to build strong partnerships with families and ensure that parents have the information, resources, and tools needed to actively support their child's learning and literacy development 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.

Our school has established a systematic, data-driven process for monitoring reading achievement and growth across PreK–5. Multiple sources of assessment data are reviewed at the student, classroom, grade-level, and school levels to ensure that instructional decisions are based on a comprehensive understanding of student performance and needs. Reading data from myIGDIs, i-Ready Inform, Wonders assessments, UFLI progress monitoring, the LETRS Spelling Screener, classroom assessments, report card data, and state assessments are reviewed throughout the school year. These data points are analyzed to identify trends in student achievement, monitor growth toward grade-level expectations, and identify students or groups of students who require additional support.

Our Multi-Tiered System of Supports (MTSS) process is a collaborative, team-based approach designed to ensure that students receive the appropriate level of support based on their individual needs. The MTSS team, which includes classroom teachers, interventionists, instructional coaches, administrators, and the school counselor, works collaboratively to review multiple sources of student data and develop targeted support plans.

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Student progress is monitored regularly using appropriate assessment and progress-monitoring measures. The MTSS team uses this information to determine whether students are making adequate progress toward grade-level expectations. If progress is insufficient, the team collaborates to identify barriers, adjust instruction, and determine whether additional or more intensive support is needed.

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.

Our school is committed to providing ongoing, job-embedded professional learning that strengthens teachers' knowledge and implementation of the Science of Reading, Structured Literacy, and foundational literacy skills. All teachers have either completed or are currently working in LETRS/LETRS EC.

Building on this common foundation, teachers participate in weekly Professional Learning Communities (PLCs) that provide ongoing opportunities to strengthen literacy instruction. PLCs are used to collaboratively analyze student data, identify areas of need, plan instruction, examine student work, share effective instructional practices, and determine targeted supports for students. This collaborative structure allows teachers to consistently connect professional learning to classroom practice and student outcomes.

School based professional learning also focuses on the effective implementation of our High-Quality Instructional Materials (HQIM) and supporting literacy resources, including Wonders, Heggerty, and UFLI Foundations. Teachers continue to strengthen their ability to provide systematic, explicit, and cumulative instruction while intentionally connecting foundational literacy skills to grade-level reading, vocabulary, knowledge building, and comprehension.

Section G: Analysis of Data

Strengths	Possibilities for Growth
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• Providing on-going support and learning for teachers with the use of the curriculum and other instructional resources and best practices in literacy. • We have been more intentional about including the use of data in our weekly PLC meetings by having teachers bring in samples of student work and assessments and identifying trends and misconceptions. •	• Through the use of HQIM, teachers will deliver grade-level specific instruction that meets the rigorous expectations of the state standards and indicators. • We would like for teachers to become more proficient in analyzing specific student data to plan for intervention and enrichment based on individual students' needs.
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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 2024-2025 as determined by SC READY from _35.3_____ % to __45.3_____ % in the spring of 2025-2026.	The goal set for third grade was not met for the spring of 2026 as 33.3% of third grade students scored meets/exceeds.
<u>Previous Goal #2:</u> By the end of the school year, pk-5th grade teachers will increase the use of explicit instruction by strengthening the “We Do” and “You Do” components in lessons. At least 80% of observed lessons will include structured guided practice (“We Do”) and independent practice (“You Do”).	Upon reflecting on this goal and the instructional strategies and support that we are continuing to implement; we are making satisfactory progress towards this goal. However, we are seeing evidence of intentional efforts to work towards mastering this goal.

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<u>Previous Goal #3:</u> By spring 2026, K–2 students scoring at or above grade level in the iReady phonics strand will increase from 18% in fall 2025 to 80%, and 3–5 students scoring at or above grade level in iReady reading will increase from 19% in fall 2025 to 75%.	In spring 2026 the iReady phonics strand percentage for K-2 went from 18% in the fall 2025 to 59.6%. 3rd-5th grade students scoring at or above grade level went from 19% in the fall to 31.6% in spring 2026.

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 2025-26 school year as determined by SC READY from __33.3__ % to __43.3__ % in the spring of 2027.	• Heavy focus on tier 1 instruction and the gradual release model in all grade levels • Continue progress monitoring using iReady diagnostic assessment and growth monitoring checks • Strengthen home-school connection and communication by educating parents on the requirements of the Read to Succeed Law and providing them with resources they can use to help their children at home.

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<u>Current Goal #2:</u> By the end of the 2026–2027 school year, PreK–5th grade teachers will use HQIM to strengthen explicit instruction, including the “We Do” and “You Do” components, with 100% of observed lessons demonstrating intentional use of HQIM, guided practice, and independent practice aligned to grade-level standards.	• Progress will be monitored through lesson plan reviews, classroom observations, and student work samples each quarter. • Success will be evident when students demonstrate increased engagement and mastery of grade-level standards, as measured by benchmark assessments and walkthrough data (Relevant, Measurable).
<u>Current Goal #3:</u> By spring 2027, K–2 students scoring at or above grade level in the iReady phonics strand will increase from 18% in fall 2025 to 80%, and 3–5 students scoring at or above grade level in iReady reading will increase from 26% in fall 2026 to 75%.	• Continue progress monitoring using iReady diagnostic assessment and growth monitoring checks • Increase tier 1 rigor and intentionality with thoughtful data centered instruction.