

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? 5
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 29
- How many teachers in your school are beginning Volume 1 of LETRS this year? 5
- How many teachers in your school are beginning Volume 2 of LETRS this year? 5
- 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? 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.

Reading instruction at Rice Creek Elementary is based on a structured literacy model with a focus on oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension from the South Carolina College and Career Ready ELA standards. At our school, reading assessment and instruction for all PreK–5 students are designed to develop the foundational literacy skills necessary for students to comprehend complex texts and meet grade-level standards. Teachers utilize the high quality instructional material resources of Open Court and HMH Into Reading as the platform for teachers to deliver high quality instruction focused on the South Carolina College and Career Ready ELA standards. This planning process ensures that structured literacy components are planned thoroughly and taught. Administrative walk-throughs and formal observations, along with instructional coach walk-throughs and coaching cycles, identify the instructional strengths and areas for improvement in teaching of all the components of structured literacy instruction. Our overall goal at Rice Creek Elementary is to obtain an overall culture of reading and writing instruction based on a structured literacy model and the SC College and Career Ready ELA 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.

Word Reading Fluency is used as a progress-monitoring assessment to track students' development as they transition from foundational phonological awareness and phonics skills, such as letter naming, letter-sound correspondence, and phoneme segmentation, to fluent word reading and comprehension. The assessment provides actionable data that helps evaluators, instructional coaches, interventionists, and classroom teachers identify students' decoding strengths and areas of need. This data informs responsive, targeted instruction designed to strengthen word recognition and support reading growth. EasyCBM and NWEA MAP assessments also provide valuable data to inform Tier 1 instruction in Kindergarten through 5th grade.

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Word recognition is taught through explicit, systematic instruction, with a primary emphasis on foundational skill development in PreK–2nd grade and continued application throughout grades 3–5. The district and state adopted Open Court curriculum aligns with the Word Recognition instructional strategies, which illustrate how the interconnected components of reading contribute to skilled reading comprehension. Open Court also aligns with the South Carolina College and Career Ready ELA foundational strand standards. The high quality instructional material provides direct instruction in phonological awareness, decoding, and sight word recognition. Teachers in grades K-5 use diagnostic assessment data, including the high quality instructional material, UFLI Foundations, to differentiate instruction and address foundational skill gaps, including word recognition, within Tier 1. Additionally, evaluators / administration and instructional coaches conduct classroom walkthroughs and lesson observations to identify instructional strengths and opportunities for growth and support.

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.

Rice Creek Elementary uses the universal screening tools of EasyCBM and NWEA MAP to determine which students show deficits in reading. Based on these universal screening results, students are administered diagnostic screening to determine specific instructional needs. If a student is showing academic weakness in foundational reading standards (oral language, phonological awareness, phonics, fluency), the Orton Gillingham Level 1 Placement test is administered to evaluate these phonological and decoding skills. For students who demonstrate proficiency in reading fluency on the universal screening tools, The Benchmark Assessment System (BAS) is administered to assess comprehension skills (Application of Reading standards).

Diagnostic assessment results guide student placement into targeted intervention groups to provide differentiated, evidence-based instruction. Students identified through the Orton-Gillingham placement assessment receive explicit, systematic phonics instruction targeting specific areas of need within foundational standards. Students who demonstrate secure decoding and fluency skills but require additional comprehension support are assessed using BAS and may receive targeted vocabulary and comprehension instruction through Leveled Literacy Intervention (LLI).

Along with Rice Creek Elementary's diagnostic and prescriptive system for reading intervention, classroom teachers in K-5 have accessibility to reading assessments to diagnose areas of reading weaknesses of students in Tier 1. Teachers use UFLI Foundations placement test, Tests of Phonological Awareness from *Assessment for Reading Instruction*, and fluency and comprehension assessments to determine interventions in Tier 1 that teachers can provide in the classroom setting.

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.

Rice Creek not only has a system, but values the relationships with families and how to support our students has readers, writers, and learners. We value the partnership between school and families that ensures that students understand the academic progress of their child. Teachers share

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universal screener data, diagnostic data, and classroom artifacts with families, to showcase student achievement in reading. The RTI / MTSS department also has a system in place that provides informative and consistent feedback on student progress in intervention.

Rice Creek hosts numerous events throughout the school year that are literacy centered. These events include but are not limited to : Book Fairs, Winter Family (Literacy) Fun Night, Parent University (literacy based), and Curriculum Night. Rice Creek also has multiple opportunities for students and their families to showcase reading in their lives.

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.

Through a structured literacy approach, teachers use universal screeners, diagnostic assessments, classroom performance data, and ongoing progress monitoring to identify students' strengths and instructional needs. Assessment data informs differentiated Tier 1 instruction, targeted small-group instruction, and Tier 2 and Tier 3 interventions to ensure students receive appropriate support in all essential components of reading. Rice Creek implements a structured RTI program that is equipped to monitor, provide instruction, and assess student progress in all strands of reading instruction. The RTI team partners with the school's reading coach in order to assist teachers in providing Tier 1 instruction for students using UFLI Foundations. The RTI team also provides students identified in Tier 2 and Tier 3 with targeted support during intervention blocks with instruction from Orton-Gillingham and Fountas & Pinnell. Collected data is reviewed collaboratively by the lead interventionist, administrators, instructional coaches, classroom teachers, and other school leaders to guide decisions about appropriate interventions. Families are kept informed of student progress and instructional supports. Teachers also participate in monthly data meetings in which Tier 1, Tier 2, and Tier 3 interventions and student progress is discussed in which next interventional steps are determined. This systematic approach to intervention and progress monitoring allows for a clear, specific instructional plan for all students at Rice Creek Elementary.

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.

Teachers at Rice Creek Elementary are provided continuous and active professional learning opportunities that grow their understanding of the Science of Reading, high quality reading instruction, foundational literacy skill intervention, and the South Carolina College and Career Ready ELA standards. The overarching goal of the provided professional learning is student achievement. These professional learning opportunities are provided in a variety of ways that include but are not limited to; weekly PLC meetings, coaching cycles with the school based reading coach, LETRS training, professional development on instructional strategies, AVID, and Open Court and HMH Into Reading curricula resources, and monthly faculty book study meetings on the professional resource, *Visible Feedback* by John Hattie.

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Section G: Analysis of Data

Strengths	Possibilities for Growth
- Rice Creek’s MTSS / RTI system continues to be an area of strength. It continues to be a productive system that ensures the growth of all students. The collection of data and analysis of data in monthly “Data Meetings” allows all stakeholders to understand the academic strengths and weaknesses of students. - Rice Creek’s faculty book study, <i>Visible Feedback</i>, by John Hattie allows our Leadership Team the opportunity to provide school wide professional learning about a topic that will benefit all faculty / staff members and students.	- Tier 1 interventions: Teachers will continue to learn about and apply Tier 1 strategies based on analysis of data collection in grades K-3. Teachers will continue to learn how to provide interventions through the UFLI Foundations program. - Application : Rice Creek’s Leadership team will continue to implement strategies to put learning from book study into PLC learning and other facets of instructional requirements of our faculty.

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 the spring of 2025 as determined by SC READY from 45.8% to 55% in the spring of 2026.	Rice Creek has met this goal. 3rd graders who scored Meets and Exceeds in the spring of 2026 was measured at 56.5%. This is 1.5% higher than the original goal. The success of this goal was intentional planning of 3rd grade teachers with DOK 2 level questions.

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<u>Previous Goal #2:</u> Increase the percentage of fourth graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 65.6% to 75% in the spring of 2026.	Rice Creek has made progress, but has not yet met this goal. 4th graders who scored Meets and Exceeds in the spring of 2026 was measured at 59.3%. Teachers, along with instructional leadership, will analyze assessment results to identify priority standards with the lowest student performance. Teachers will collaborate with the instructional coach and RTI interventionist to plan standards-aligned lessons and adjust instruction based on student response.
<u>Previous Goal #3:</u> Increase the percentage of fifth graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 67.6% to 77% in the spring of 2026.	Rice Creek has made progress, but has not yet met this goal. 5th graders who scored Meets and Exceeds in the spring of 2026 was measured at 61.5%. Teachers will use grade-level assessment items and student work samples to identify gaps between understanding a text and communicating that understanding in writing. Teachers will collaborate with the instructional coach and RTI interventionist to plan standards-aligned lessons and adjust instruction based on student response.

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.

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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 56.5% to 61% in the spring of 2027.	3rd grade teachers will be part of individual and team coaching cycles with instructional leaders and the reading coach to unpack South Carolina College and Career Ready to ensure that reading and writing skills and strategies are effectively taught and assessed. 3rd grade teachers will also participate in weekly and monthly PLC meetings to strengthen instructional practices that will benefit all students.
<u>Current Goal #2:</u> Increase the percentage of fourth graders scoring Meets and Exceeds in the spring of 2026 as determined by the SC READY from 59.3% to 64% in the spring of 2027.	4th grade teachers will be part of individual and team coaching cycles with instructional leaders and the reading coach to unpack South Carolina College and Career Ready to ensure that reading and writing skills and strategies are effectively taught and assessed. 4th grade teachers will also participate in weekly and monthly PLC meetings to strengthen instructional practices that will benefit all students in conjunction with Tier 1 strategies to reach students with reading deficits.
<u>Current Goal #3:</u> Increase the percentage of fifth graders scoring Meets and Exceeds in the spring of 2026 as determined by the SC READY from 61.5% to 66% in the spring of 2027.	5th grade teachers will be part of individual and team coaching cycles with instructional leaders and the reading coach to unpack South Carolina College and Career Ready to ensure that reading and writing skills and strategies are effectively taught and assessed. 5th grade teachers will also participate in weekly and monthly PLC meetings to strengthen instructional practices that will benefit all students. Levels of questioning will also continue to be a focus in PLC / coaching cycles for 5th grade teachers.