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? 1
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 15, 12 not including administrators
- 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? 1
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? N/A
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year? N/A

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 assessment and instruction for all students in grades 3–5 address oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension in alignment with South Carolina English/Language Arts standards. Core reading instruction emphasizes vocabulary development, fluency, comprehension, oral language, and engagement with increasingly complex literary and informational texts. Teachers explicitly model reading and thinking processes, provide scaffolded practice, facilitate meaningful discussion, and gradually release responsibility to students.

Foundational reading skills, including phonological awareness and phonics, are assessed using UFLI placement test and phonological awareness assessments, and explicitly taught when student data indicate a need for continued support. The explicit instruction is through UFLI lessons. Diagnostic assessments are used to identify specific skill gaps so that intervention can be targeted to individual student needs rather than based solely on overall reading performance.

Teachers use multiple sources of data, including MAP Growth, classroom assessments, diagnostic assessments, fluency and comprehension measures, and ongoing formative assessment, to identify strengths and areas for growth. Data are used to differentiate instruction, establish flexible small groups, and provide targeted intervention. Students who require additional support receive explicit, systematic instruction in identified skill areas while continuing to participate in grade-level core ELA instruction designed to build the knowledge, vocabulary, fluency, and comprehension necessary for success with grade-level texts 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.

Word recognition assessment and instruction in grades 3–5 are aligned with the science of reading and structured literacy principles through systematic assessment of foundational reading skills and targeted, explicit instruction based on identified student needs. Students demonstrating

difficulty with accurate and automatic word recognition are assessed to determine specific skill gaps rather than relying solely on overall reading performance.

The UFLI Placement Test is used to assess students' phonics knowledge and decoding skills and to identify appropriate instructional starting points. For third-grade students, phonological awareness is also assessed when needed to determine whether underlying phonemic awareness skills are contributing to difficulties with decoding and word recognition. Assessment results are documented and used to identify areas of strength and weakness, guide instructional decisions, and monitor student progress over time.

Instruction for students with identified foundational skill needs is explicit, systematic, sequential, and cumulative. Students receive targeted instruction in areas such as phonemic awareness, sound-symbol correspondence, decoding, encoding, syllable patterns, and increasingly complex word-reading skills using UFLI as Tier 1 support. Teachers provide modeling and guided practice followed by opportunities for students to independently apply skills in connected text. Student progress is monitored regularly, and instruction is adjusted according to assessment data.

This approach ensures that students in grades 3–5 who have not yet developed automatic word recognition continue to receive structured foundational literacy instruction while also participating in grade-level ELA instruction and working toward grade-level standards.

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.

The school uses multiple sources of universal screening and diagnostic assessment data to identify students in grades 3–5 who have not demonstrated grade-level reading proficiency and to determine whether intervention should target word recognition, language comprehension, or both. NWEA MAP and EasyCBM data, along with classroom assessment data, are used to identify students who may require additional diagnostic assessment. The district Read to Succeed assessment process also includes the UFLI Placement Test, phonological awareness assessment, and fluency and comprehension assessments to further identify specific areas of strength and need.

When data indicate a potential word recognition difficulty, the UFLI Placement Test is used to identify specific phonics and decoding skill gaps. For third-grade students, phonological awareness may also be assessed when appropriate to determine whether underlying phonemic awareness skills are contributing to difficulty with decoding. These results guide explicit, systematic foundational skills intervention at the student's identified instructional level. Students also complete fluency assessments, which provide information about their ability to read connected text accurately and fluently. When students demonstrate adequate word recognition and decoding skills but continue to experience difficulty with reading proficiency, fluency, comprehension, EasyCBM, and other classroom assessment data are examined to determine whether intervention should shift toward the language comprehension pathway, including vocabulary, background knowledge, and comprehension of increasingly complex text.

Students may demonstrate needs in both pathways and receive intervention addressing both areas. Assessment and progress-monitoring data are reviewed throughout the year to determine students' response to instruction and to adjust the focus, intensity, or pathway of intervention. This process ensures that intervention is based on the specific source of a student's reading difficulty rather than solely on an overall reading proficiency score.

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.

The school has multiple systems in place to build ongoing partnerships with families and help parents understand how they can support reading and writing development at home. At the beginning of the school year, Open House provides an opportunity for teachers to communicate grade-level literacy expectations, instructional practices, and ways families can reinforce reading and writing skills at home.

Throughout the year, teachers maintain consistent communication through weekly parent updates and ParentSquare messages, which share current learning goals, literacy skills and standards being addressed, upcoming assessments, and suggestions for supporting learning at home. Parent-teacher conferences provide opportunities to discuss individual student assessment data, areas of strength and need, progress toward grade-level expectations, and specific strategies families can use at home.

For students receiving additional reading support, assessment results and plans of action are communicated with families as part of the Read to Succeed process. The district student data folder also provides families with specific suggestions for supporting readers at home, including reading together, building vocabulary through conversation, encouraging rereading, discussing and asking questions about texts, connecting reading and writing, and providing regular opportunities for independent reading.

Together, these structures provide families with ongoing communication rather than a single point of contact, helping parents understand their child's literacy progress and providing practical ways to reinforce reading and writing 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.

The school uses a systematic, ongoing process to monitor reading achievement and growth at both the classroom and school levels. Multiple sources of data are used to make instructional and intervention decisions, including benchmark assessments, NWEA MAP, EasyCBM, literacy diagnostic assessments, classroom performance, and frequent progress-monitoring data. The district Read to Succeed documentation also provides for ongoing assessment of phonological awareness, phonics/decoding through UFLI, fluency, comprehension, MAP, and EasyCBM to identify areas of need and monitor student progress.

For students receiving reading intervention, teachers maintain individual literacy assessment portfolios containing assessment results, progress-monitoring information, work samples, and documentation of identified areas of need. These portfolios provide a longitudinal record of student progress and allow teachers and support staff to evaluate students' responses to intervention over time.

In third grade, teachers participate in weekly check-ins with the reading coach to review students receiving intervention, ensure interventions are being implemented consistently, examine current progress-monitoring data, and collaboratively determine next instructional steps. When students are not demonstrating expected growth, the teacher and reading coach use available data to adjust the targeted skill, instructional approach, frequency, or intensity of support as appropriate.

EasyCBM is used with at-risk students for additional assessment and progress monitoring, while benchmark and MAP data provide broader measures of growth and grade-level performance. Data are reviewed throughout the year rather than only at benchmark periods so that instructional decisions can be made responsively. A team of teachers, school psychologists, interventionist, counselors, and admin (CARE team) meet monthly to

discuss student progress and data and make plans to communicate with families what the data shows and next step. The school also holds quarterly RTI reviews to monitor RTI student progress. Together, classroom-level monitoring, literacy portfolios, teacher-coach collaboration, and schoolwide assessment data provide a continuous cycle of assess → intervene → monitor → adjust designed to move students toward grade-level reading proficiency.

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.

The school provides ongoing professional learning to ensure teachers are equipped with research-based practices aligned with the science of reading, structured literacy, and foundational literacy skills. Teachers participate in district-provided professional development and training focused on evidence-based literacy instruction and the implementation of practices that support students across the components of reading.

At the school level, professional learning is reinforced through monthly professional development opportunities focused on science of reading practices and their application in grades 3–5. These opportunities support teachers in strengthening their understanding of foundational skills, including phonological awareness, phonics and decoding, fluency, vocabulary, and comprehension, as well as using assessment data to provide targeted instruction and intervention.

The literacy coach provides ongoing, job-embedded professional learning by sending teachers weekly literacy updates that highlight a research-based science of reading concept or instructional practice and include a practical "Try It Out" strategy that teachers can immediately apply in their classrooms. The literacy coach also supports teachers through collaboration, modeling, planning, data analysis, and individualized coaching as needed.

Together, district training, monthly professional development, weekly research-to-practice learning, and ongoing literacy coaching create a continuous professional learning system designed to help teachers translate the science of reading into effective classroom instruction and improve literacy outcomes for all students.

Section G: Analysis of Data

Strengths	Possibilities for Growth
● 61% of students in grades 3-5 are performing at or above the 61st percentile as evidenced by Fall 26' NWEA ELA MAP data. ● 62% of 3rd grade students are performing at or above the 61st percentile as evidenced by Fall 26' NWEA ELA MAP data ● LCEU exhibited a 2.4 percentile point increase from the 25 to 26 school year on ELA SC Ready. ● 72.8 percent of student met or exceeded SC Ready ELA in grades 3-5 in the 26 school year. ● Multiple assessment measures are used to identify specific reading needs (EasyCBM, UFLI, MAP, Benchmark, SC Ready Checkpoints, Phonological Awareness Assessments, Classroom Standards Based Assessments)	● Increase the percentage of students meeting/exceeding projected MAP growth. ● Increase third grade reading proficiency toward the state's 2030 reading goal. ● Continue strengthening consistency of targeted intervention and progress monitoring across grades 3-5. ● Continue to increase the percentage of students meeting/exceeding on SC Ready ELA.

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 Current Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 70.4% to 75.0% in the spring of 2026.	Our goal was to increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC Ready from 70.4 to 75% in the spring of 2026. Lake Carolina Upper Campus increased the percentage of students scoring meets/exceeds in the spring of 25 from 70.4 to 72.8. We grew by 2.4 percentage points and plan to continue making progress towards this goal in the 26-27 school year by implementing the action steps outlined above.
Previous Goal #2: By May 2026, 80% of students will successfully transition from notebooks to AVID Binders and consistently maintain an organized AVID binder as measured by quarterly checks in order to strengthen organizational and study skills.	Our goal was that 80% of students would transition from notebooks to AVID binders and consistently maintain organized AVID binders as measured by quarterly check ins. We met this goal with 100% of teachers utilizing organized AVID binders in daily classroom instruction.

Previous Goal #3: By the spring of 2026, LCEU will decrease the number of students receiving a copied score on the SC READY Writing Assessment from 7% (37 students) to 5.4% (30 students) on the Text Dependent Writing Assessment.	Lake Carolina decreased the number of students receiving a copied score on SC Ready writing from 7% to 5.3%. We met this goal and will continue working to decrease the 5.3% even further.

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-grade students projected to score Meets and Exceeds on SC READY ELA based on MAP data from 61% in fall 2026 to 65% in spring 2027.	Analyze **SC READY, MAP, benchmark, EasyCBM, fluency, and diagnostic data** to identify student needs and guide instruction. Provide **daily targeted reading intervention** for students identified as below benchmark based on diagnostic data and identified word-recognition and/or language-comprehension needs.

	▰ Use **UFLI and foundational-skills instruction** for students demonstrating identified word-recognition deficits. ▰ Conduct **weekly third-grade teacher/reading coach check-ins** to review intervention implementation and student progress. ▰ Use ongoing progress-monitoring data to adjust intervention focus and intensity when students are not demonstrating expected growth.
<u>Current Goal #2:</u> By spring 2027, at least 65% of students in grades 3–5 will meet or exceed their projected reading growth from fall to spring as measured by NWEA MAP Growth.	▰ Analyze fall, winter, and spring **MAP Growth data** at the school, grade, classroom, and student levels. ▰ Use PLC/data meetings to identify students who are **below, meeting, and exceeding grade-level expectations** and plan appropriate instruction, intervention, or enrichment. ▰ Use benchmark, classroom, EasyCBM, fluency, and diagnostic data alongside MAP to identify specific instructional needs. ▰ Monitor student progress throughout the year and adjust small-group instruction and intervention based on student response. ▰ Use literacy coach/teacher collaboration and PLCs to support teachers in translating assessment data into instructional decisions.

Current Goal #3: By Spring of 2027, we will reduce our current number of grade 3 LAP students (22) by 50% as evidenced by end-of-year LAP students.	Analyze fall, winter, and spring **MAP Growth data** at the school, grade, classroom, and student levels. Use PLC/data meetings to identify students who are **below, meeting, and exceeding grade-level expectations** and plan appropriate instruction, intervention, or enrichment. Use benchmark, classroom, EasyCBM, fluency, and diagnostic data alongside MAP to identify specific instructional needs. Monitor student progress throughout the year and adjust small-group instruction and intervention based on student response. Use literacy coach/teacher collaboration and PLCs to support teachers in translating assessment data into instructional decisions.