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? 19
- How many teachers in your school are beginning Volume 1 of LETRS this year? 3
- 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? 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.

Our PreK teacher utilizes the Frog Street curriculum, which is based on brain research and includes intentional teaching, sequenced instruction, brain-based learning, and intentional assessments.

Kindergarten, first, and second grade teachers use the green band of the Open Court curriculum to teach and practice oral language, phonological awareness, phonics, and fluency. The red band of the Open Court curriculum is used daily to teach vocabulary and comprehension. Students have additional opportunities to practice these skills during independent practice time and small group instruction. Teachers use UFLI to differentiate small group instruction for foundational skills and phonics. Teachers assess student progress informally through teacher guided practice and observation. Formal assessment occurs through Open Court assessments, teacher created assessments, LETRS phonics assessments, and district common assessments. Students complete the MAP assessment at the beginning, middle, and end of the year to determine summative progress and national percentile comparisons.

In third, fourth, and fifth grades, students engage in daily practice of oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension through the Foundational Skills and Shared Reading components of the HMH Into Reading curriculum. Students have additional opportunities to strengthen and apply these skills through independent practice and targeted small-group instruction. Student progress is monitored through multiple assessment measures, including HMH curriculum assessments, district common assessments, district benchmark assessments, Progress Learning assessments, and teacher-created assessments. In addition, students participate annually in the SC READY assessment, which provides another measure of their literacy achievement and progress.

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.

Teachers administer the LETRS Phonics and Word Recognition Screener and the UFLI placement assessments, to identify specific student phonics gaps and use the results to plan targeted instruction to address individual student needs. Decodable texts are provided to students who require additional support in developing foundational literacy skills. Teachers implement foundational literacy lessons from both the Open Court and HMH curricula, with an intentional emphasis on phonics and letter-sound correspondence as key components of word recognition instruction. Instruction and assessment incorporate a balanced approach to phonological awareness, decoding, and sight word recognition to identify specific areas of need. Teachers use this information to provide targeted instruction and interventions designed to strengthen identified skill gaps and support continued growth in foundational literacy.

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.

Teachers use MAP and EasyCBM data to identify students who are at risk and determine targeted instructional pathways based on individual areas of need. Teachers collaborate with the Lead Interventionist to review classroom progress, identify specific skill gaps, and develop appropriate action plans for student support. Students who demonstrate needs in word recognition receive Tier 2 or Tier 3 intervention through Orton-Gillingham (OG)-based lessons targeting phonological awareness, decoding, encoding, high-frequency words, and the development of a strong sight word vocabulary through orthographic mapping. Students who need additional support with language comprehension participate in LLI lessons in Tier 2 and Tier 3 that provide targeted practice in fluency, building and applying background knowledge, understanding language structures, verbal reasoning, and applying literacy knowledge to comprehend increasingly complex texts. These lessons also provide structured opportunities for students to respond to texts in writing, helping them organize and communicate their thinking effectively. Progress is monitored through ongoing assessment and collaboration among classroom teachers and interventionists to ensure instruction is responsive to student needs and adjusted as students demonstrate growth. In Tier 1 small groups, teachers utilize HMH Table Top mini-lessons and English Language Development mini-lessons for students in grades 3-5. In Tier 1 small groups in grades K-2, UFLI is used for word recognition and Open Court small group guides for language comprehension.

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.

Teachers engage in parent-teacher conferences at least twice each school year for all students, with additional quarterly conferences for students identified as at-risk. To maintain consistent communication and strengthen the connection between home and school, teachers provide weekly newsletters highlighting classroom instruction, learning objectives, and ways families can support student learning at home. Families also receive interim progress reports, report cards, and assessment data, along with ongoing access to student grades through PowerSchool. In addition, Round Top Elementary offers Parent University sessions that provide families with information and practical strategies related to best practices in ELA instruction, empowering parents to better support their students' 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.

Teachers monitor reading achievement and growth at the classroom level through ongoing teacher observations, daily formative assessments, weekly summative assessments, Progress Learning assessments, and benchmark assessments. Teachers collaborate regularly with Lead Interventionists, instructional coaches, and administrators to review student progress, identify areas of need, and determine appropriate instructional next steps. At the school level, teachers, coaches, and administrators use multiple data sources—including student grades, MAP data, Progress Learning results, benchmark assessments, and SC READY data—to monitor achievement and growth. This collaborative, data-driven approach allows the school to identify trends, address individual student needs, and adjust instruction and interventions to support continued literacy growth.

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 engage in ongoing, school-based professional learning through district in-service days, Brain Spring OG summer training, after-school sessions, and collaborative planning time. Our District ELA Specialist provides professional development that is responsive to teacher feedback, schoolwide data, and grade-level needs. In addition to whole-group professional learning, coaches support individual teacher growth through personalized coaching cycles, reflective coaching conversations, classroom observations with targeted feedback, model lessons, and co-teaching opportunities. These supports provide teachers with practical, job-embedded opportunities to strengthen instructional practices and respond to student needs. Additionally, all K–3 teachers and specialists are participating in LETRS training to deepen their knowledge and expertise in foundational literacy instruction.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• *100% of 3rd grade students met Read to Succeed requirements were promoted. Zero students retained.* • *Third grade students scoring Does Not Meet on the spring 2025-2026 SCReady ELA decreased to 5%.* • *54% of second graders scored in the high or high average range on the Measures of Academic Progress spring 2025-2026 assessment in reading.* • *79% of 5th grade students scored meets and exceeds on SC READY ELA in spring 2025.* • *School-wide professional learning opportunities presented by coaches, teacher leaders, and other content specialists. .* • *Protected RtI block in the master schedule for differentiated instruction.*	• *Continued learning and collaboration in ELA curriculum to ensure curriculum fidelity.* • *Increased P.D. in UFLI implementation and HMH tabletop interventions to support improved performance of targeted subgroups.* • *Weekly use of formative assessments to plan for effective whole group, differentiated small group and/or individual instruction.* • *Daily implementation of the science of reading strategies learned in LETRS training.* • *Implementation of daily small group instruction for Tier 1 and Tier 2 intervention within the classroom.*

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: *RTE will reduce the percentage of third grade students scoring Does Not Meet in the spring of 2024-2025 as determined by SC READY from 6% to 5% in the spring of 2025-2026.*	*The number of third grade students scoring Does Not Meet on SCReady in the spring of 2025-2026 is 5%. (Met)*

Previous Goal #2: *RTE will reduce the percentage of second grade students scoring Low in the spring of 2024-2025 as determined by Measures of Academic Performance from 7% to 5% in the spring of 2025-2026.*	*RTE's percentage of students scoring Low in the spring of 2025-2026 as determined by Measures of Academic Performance in the spring of 2026-2027 was 11%. (Did not Meet)*
Previous Goal #3: *RTE will increase the number of educators who have completed year 2 of LETRS Training as indicated by passing course requirements from 1 to 20 by June 2026.*	*19 RTE educators completed year 2 of LETRS training by June 2026. (Did not Meet by 1)*

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 83% to 86% in the spring of 2027.*	• *Teachers will strengthen Tier 1 instruction through common formative assessments and collaborative planning utilizing district pacing guides.* • *Teachers will strengthen Tier1 intervention through the use of UFLI and HMH table lessons.*

	• *Monitor Tier 1 curriculum fidelity and Tier 1 intervention blocks.*
Current Goal #2: *RTE will reduce the percentage of second grade students scoring Low in the spring of 2025-2026 as determined by Measures of Academic Performance from 11% to 8% in the spring of 2026-2027.*	• *Monitor Curriculum Fidelity of adopted ELA curriculum.* • *Increase grade level literacy resources for small group instruction and provide professional learning centered around implementation of those resources.* • *Increase use of common assessments and collaborative discussions among grade level teams.*
Current Goal #3: *RTE will reduce the percentage of first grade students scoring Low in the spring of 2025-2026 as determined by Measures of Academic Performance from 9% to 6% in the spring of 2026-2027.*	• *Monitor Curriculum Fidelity of adopted ELA curriculum.* • *Increase grade level literacy resources for small group instruction and provide professional learning centered around implementation of those resources.* • *Increase use of common assessments and collaborative discussions among grade level teams.* • *Teachers will strengthen Tier1 intervention through the use of UFLI and LETRS evidence based interventions and practices.*