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? 4 elementary/3 middle school EL teachers
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 14
- How many teachers in your school are beginning Volume 1 of LETRS this year? 6
- How many teachers in your school are beginning Volume 2 of LETRS this year? 4 elementary/3 middle school EL teachers
- How many CERDEP PreK teachers in your school have completed EC LETRS? 0
- How many CERDEP PreK teachers in your school are beginning EC LETRS this year? 3

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.
Assessment:
All students in grades K–5 are assessed at the beginning of the academic year using the universal screener, i-Ready. This diagnostic provides information on student proficiency in phonological awareness, phonics, high-frequency words, fluency, vocabulary, and comprehension. It is administered three times a year to monitor progress and identify students who may need additional screening and/or targeted support to promote academic growth.

In addition, students (K-2) are assessed approximately every three weeks using the state-approved HMH Into Reading curriculum and students (3-5) are assessed every six weeks. Assessments in grades 3–5 focus on reading comprehension, vocabulary, grammar, and writing, while assessments in grades K–2 focus on phonological awareness, phonics, high-frequency words, vocabulary, and comprehension. These checkpoints allow teachers to monitor progress on grade-level standards and determine when additional support is needed. They also progress monitor specific standards which are taught using Progress Learning in grades 3-5.

Pre-K students are assessed using Teaching Strategies GOLD. Kindergarten students also participate in the Kindergarten Readiness Assessment (KRA) to determine early readiness skills.

To further refine support, interventionists triangulate multiple data sources to identify students who need additional screening. Those students who scored 30% or lower and did not meet grade-level expectations in phonics were given the SIPPS screener (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) to identify specific foundational skill gaps. Additionally, all students in grades 2 and 3 participated in the LETRS Spelling Screener to pinpoint gaps in phonics learning.

Instruction:

Teachers in grades K–5 utilize HMH Into Reading to deliver explicit, systematic instruction in oral language, phonological awareness, phonics, fluency, vocabulary, comprehension, grammar, and writing. This high-quality, research-based resource provides structured support to help students meet grade-level English Language Arts standards.

Multilingual Learner (ML) and Exceptional Learner (EL) teachers also incorporate HMH Into Reading as a resource, while providing scaffolds to ensure students can access grade-level learning goals. In addition, students in grades K–5 receive a personalized instructional pathway in i-Ready, which is designed to close individual reading gaps. Grades 4 and 5 use No Red Ink to support grammar and writing.

Pre-K students receive instruction through the Creative Curriculum which support mastery of early learning standards and prepare students for success in kindergarten.

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.

Assessment
All students in grades K–5 are assessed at the beginning of the year using the universal screener, i-Ready. This screener provides information on student proficiency across multiple domains, including phonics, high-frequency words, and vocabulary. The diagnostic is administered three times a year to monitor growth and identify students who may require additional screeners or targeted support. Based on results, students are placed on a computer-adaptive personalized learning pathway that provides systematic and explicit instruction.

Interventionists triangulate i-Ready data with teacher-administered informal screeners to determine which students may require further assessment. (Students who score a 30% or lower overall on the iReady diagnostic and show a need in the phonics domain are considered priority for intervention.) Students who do not meet the grade-level criteria are given an Oral Reading Fluency (ORF) and a SIPPS screener to identify specific challenges preventing them from reading grade-level text fluently. The SIPPS screener provides detailed information on word recognition and decoding. Students placed in intervention are monitored regularly through ongoing SIPPS probes, ORFs, and DIBELS Maze nonsense word tasks to track progress in foundational reading skills. Students who qualify for SIPPS intervention are monitored and discussed weekly at our MTSS meeting. The groups are fluid and change during the 6 week Child Study Cycles.

In addition, the word recognition domain is assessed and monitored through module assessments embedded within the state-approved HMH Into Reading curriculum.

Instruction:

Teachers utilize state-approved high-quality instructional materials to support the delivery of instruction. Phonics instruction explicitly addresses phonological awareness, syllable types, phonics, and irregular "heart words." Students practice word recognition through decodable texts, ensuring transfer of phonics skills into connected reading. Phonics is taught explicitly and in a systematic sequence based on the HQIM.

Across grades K–5, teachers reinforce word recognition and vocabulary through explicit instructional routines built into the HMH resource. K–2 teachers also use LIPS cards by Tools for Reading/95% Group to support students' understanding of sound–symbol correspondence and articulation of sounds. In addition, teachers incorporate Literacy Focus Walls to strengthen word recognition and reinforce essential literacy skills.

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.

All students in grades K–5 are assessed at the beginning of the year using the universal screener, i-Ready. This screener provides information on student proficiency across multiple domains, including phonics, high-frequency words, and vocabulary. The diagnostic is administered three times a year to monitor growth and identify students who may require additional screeners or targeted support. Based on results, students are placed on a computer-adaptive personalized learning pathway that provides systematic and explicit instruction.

Robert Smalls teachers and interventionists utilize the decision tree framework provided by the district and state. Administration, coaches, interventionists, and teachers collaboratively analyze i-Ready results to determine next steps. Students who perform below grade level are further screened with Oral Reading Fluency (ORF) and a SIPPS screener to pinpoint decoding and word recognition needs.

- Tier 1 support: If a student is close to grade level, they continue to receive explicit instruction in Tier 1 and are closely monitored by the classroom teacher.
- Phonics intervention: Students below grade level in word recognition and phonics receive targeted intervention. Growth is monitored with SIPPS probes, DIBELS Maze nonsense words, and ORF measures.
- Vocabulary and comprehension intervention: If students are reading fluently at grade level but still not meeting expectations, interventionists screen for deficits in vocabulary and comprehension. Support is then provided through the HMH Differentiated Intervention Read and Respond Journal (comprehension) and the HMH Word Study Studio (vocabulary).

Students can receive support from an interventionist or a classroom teacher during the intervention/enrichment block. Student progress is continuously monitored and reviewed during MTSS meetings, where teams make collaborative decisions about next instructional or intervention steps.

In addition, the word recognition domain is assessed and monitored through module assessments embedded within the state-approved HMH Into Reading curriculum.

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 shares information on the SC Ready Report Card, i-Ready diagnostic family information letters, and MTSS communication. Teachers provide monthly newsletters in families' native languages that outline classroom learning goals and share strategies to support literacy at home. In addition, parent-teacher conferences are held to review current student data and discuss ways families can reinforce skills outside of school.

The school also hosts literacy-focused family events to strengthen the home-school partnership and promote a community of readers. Examples include:

- Literacy and Math Night Under the Stars (November) – An interactive evening of literacy and math activities for families.
- Bedtime in a Box (Winter) – A program for Pre-K and Kindergarten families that promotes bedtime literacy routines and vocabulary development.
- Multilanguage Night – An event designed to celebrate multilingualism and support families who are learning a new language.

Additionally, the principal hosts monthly stakeholder meetings where school-wide data, initiatives, and learning strategies are shared to keep families and community members informed and engaged. Events are also posted on our social media page and in the Parent Square platform.

Families and community members are also invited in throughout the year for special events such as Grandparents Day, Thanksgiving Luncheon, Military Appreciation Day, and Robert Smalls Day to foster a partnership with the 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.

The team uses the projected proficiency reports from iReady to help gauge the growth students need to achieve to be on grade level proficiency in reading. The team creates spreadsheets to help track the progress of students. The progress monitoring sheets contain information from the proficiency reports, iReady scale scores, WIDA scores, SC Ready levels, and intervention tiers. Teachers and the MTSS team share information about student progress throughout the year.

Intervention for students is determined by proficiency levels based on i-Ready percentiles, Oral Reading Fluency (ORF), and the SIPPS screener. Students performing 30% on the i-Ready diagnostic with a lower score in phonics are prioritized for intervention support.
The MTSS team, which includes the ATSI/MTSS coach, interventionists, administration, and instructional coaches—meets weekly to analyze and triangulate multiple data points, including universal screeners, classroom observations/anecdotal notes, and intervention documentation. Based on this evidence, the team determines next steps for intervention and establishes cycles of support to ensure students have an appropriate timeframe to respond and achieve growth.

Additionally, selected Pre-K and Kindergarten students receive early literacy support through Reading Discovery volunteers, who focus on building oral language, vocabulary, and early concepts of print.

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.

Many RSLA teachers in grades K–3, along with interventionists, instructional coaches, and the ML teacher, completed LETRS training during the 2023–2024 school year. New staff members are participating in LETRS training during the current school year to ensure consistency in instructional practices. The school's literacy coach is also a trained local facilitator for LETRS Volume 1, which supports sustained professional development and on-site expertise.

Professional learning communities (PLCs) provide additional opportunities for teachers to engage in collaborative planning, share instructional practices, and discuss research-based strategies for explicit instruction.

Section G: Analysis of Data

Strengths	Possibilities for Growth

• In Kindergarten, we have 43% of the students entering early to above grade level in vocabulary according to iReady data. • In Kindergarten, 45% are early or above grade level with informational texts according to iReady data. • High-Frequency words are a strength for students Grade 2 – Grade 5. - Grade 2, 45% are scoring early to above grade level for high-frequency words - Grade 3, 87% of students are scoring mid or above grade level for high-frequency words - Grade 4, 88% of the students mastered their high frequency words - Grade 5, 93% of the students mastered their high frequency words • According to SC Ready, 41.5% meets/exceeds in 5th grade	• In grade 1, 82% will need support with phonics (18% of students are two levels below grade level) • Grade 3, 44% will need support with phonics; 46% with informational texts according to iReady. • In grade 4, Per SCReady & iReady, former 3rd graders face early challenges with informational texts. SC Ready highlights challenges in writing and grammar. • In grade 5, Per SCReady former 4th graders face early challenges with literary texts

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 and Exceeds in the spring of 2026 as determined by SC READY from 55.1% to 60 % in the spring of 2025	We did not meet this goal. According to SC Ready data, 36.7% of our students scored Meets or Exceeds in the spring of 2025

Previous Goal #2: Increase the percentage of the multilingual subgroup scoring "overall" on grade level in the fall of 2025 as determined by iReady from 9% to 19% in the spring of 2026.	RSLA met this goal. 32% of our multilingual subgroup scored an overall "on grade level" on the assessment.
Previous Goal #3: Students in grades 3–5 will improve their mastery on grade-level writing standards as measured on the selected response writing common assessment from 36% to 46% by March 31	This goal was met with our 3rd-5th grade students scoring 68% mastery on their selected response writing common assessment.

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 2027 as determined by SC READY from 36.7% to 58.6%	• Continued implementation of the state approved literacy materials which promotes explicit instruction. – Support new teachers (K-5) • Provide SIPPS, (Systematic Instruction in Phonological Awareness, Phonics and Sight Words), intervention to support identified students with gaps in their word recognition domain. • Teachers and coaches will plan in PLCs by using the backward design model. The team will deconstruct standards/indicators that will support the end goal, create success criteria, plan for engagement opportunities and high-level questions, plan for explicit instruction with embedded ML strategies, and plan for students' artifacts of learning. PLCs/co-planning will occur every week for grades 3-5 and every other week for grades K-2. • Focus on intentional small group instruction based on informal "clipboard cruising"/aggressive monitoring and formative assessments. Teachers will also use Tools For Scaffolding from iReady to support with small group instruction. • A separate intervention block has been established where students' specific needs can be met. ML students, EL students (Exceptional Learners), students requiring intervention and gifted students will not be pulled from Tier 1 instruction. Interventionists will follow the decision-making tree to ensure students are receiving the correct intervention to help close the learning gap. • Teachers will embed ML/EL/504 strategies and accommodations in their lessons. • Teachers will embed intentional engaging strategies in their lessons based off Marzano's Engagement Elements. • Literacy Coach will support teachers through coaching based on Diane Sweeney's Student-Centered Coaching • School librarian will support third grade students with mastery of the research standards three times a year during library visits.

	• K-3 teachers are given additional support with implementing phonics instruction
Current Goal #2: Increase the percentage of the multilingual subgroup scoring "overall" on grade level in the fall of 2026 as determined by iReady from 9.6% to 20% in the spring of 2027. (K-8)	• ATSI Coach will support ML teachers with deconstructing standards/indicators that will support the end goal, create success criteria, plan for engagement opportunities and high-level questions, plan for explicit instruction, and plan for students' artifacts of learning. Targeted ML PLCs will occur twice a month. • Train all new teachers on the Ellevation platform which is a toolbox of strategies to support English Language Learners. • Coaches and Multilingual teachers will support classroom teachers during PLCs to plan effective multilingual strategies for lessons. • Provide scaffolds such as focus walls, sentence stems, anchor charts and vocabulary pictures as an aid for students to bridge their native language to English. • Focus on student discourse by providing scaffolds such as stems, accountable talk cards, paraphrasing and other strategies that promote conversation. • Provide labels for the classroom in Spanish and/or the native language the students speak to help foster community and bridge the understanding of various languages. • Support teachers with using the cognates suggested for vocabulary in the state adopted reading program. • Provide explicit instruction broken down in manageable chunks • Selected Multilingual students will participate in the Lexia computer-based program. Lexia® English Language Development™ is an adaptive blended learning program that

	supports Emergent Bilingual students' English language acquisition through academic conversations. The program integrates speaking, listening, and grammar in the subjects of math, science, social studies, general knowledge, and biographies. • Build partnerships with the community through strategy nights. • Provide families, students and teachers with a bilingual liaison to help support communication from home to the school.
Current Goal #3: Increase the percentage of EL (Exceptional Learner) subgroup scoring Meets and Exceeds in the spring of 2027 as determined by SC READY from 3.7% to 20%.	• ATSI School Transformation Specialist will support the ATSI Coach and the Instructional Coaches with analyzing data and coaching moves to support the Exceptional Learner. • ATSI Coach will support EL teachers with deconstructing standards/indicators that will support the end goal, create success criteria, plan for engagement opportunities and high-level questions, plan for explicit instruction, and plan for students' artifacts of learning. Targeted EL PLCs will occur twice a month. • EL teachers will provide explicit instruction broken down in manageable chunks using HQIM resources during a pull out session. • EL Specialists and administration will support the EL teachers with writing goals in the IEP that will address learning gaps and the needs of the student. • EL teachers will meet with the general classroom teacher to share IEPs and accommodations.