

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
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 28
- 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? 4
- 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 assessments across the grade levels address the five pillars of literacy instruction. Starting in our primary grades (K-2) we assess students in uppercase, lowercase letters and sounds along with word recognition and decoding skill using the CORE phonics assessment. These assessments are progress monitored weekly (Letter Identification) throughout the school year with all data being documented on Google Drive. We also use a reading benchmark to gather additional data on students' reading abilities and to group for small group instruction across the grade levels. Another assessment used is iReady Inform. This diagnostic test provides data of students that have literacy needs or early foundational deficits. We address the phonics and phonological deficits shown in iReady by utilizing the recommended iReady Phonics bootcamp by turning off the other ELA domains, giving students a focus on the phonics and phonological awareness domains. Our ELA instruction focuses on the South Carolina standards. Grade levels teach all students a mini lesson focusing on the state standards. Students then receive additional, differentiated instruction in a small group based on needs and reading skills using data to form flexible groupings. In Kindergarten, first grade, and second grade all students receive direct, systematic instruction in phonics and phonological awareness based on the state standards using High Quality Instructional Materials (HQIM).

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.

We use our beginning of the year diagnostic assessment, iReady, LETRS Spelling assessment placement, CORE Phonics, and reading level benchmark data to determine word recognition and accuracy to align student needs of instruction. Teachers in grades K-2 also administer the CORE Phonics assessment to determine specific deficits in phonics. Students that are not reading at grade level are then given additional MTSS tiered

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2026-2027

support with a Reading Interventionist following our MTSS protocols. We group our students across the grade level for targeted small group instruction. Teachers provide instruction in small groups that are targeted based on assessment data. Small group reading instruction focuses on the structured literacy skills such as phonics, phonological awareness, decoding, and sight recognition of familiar words non-decodable words, and comprehension skills. Students in grades Kindergarten-2nd grade receive phonological instruction daily using UFLI, which is closely aligned to the Science of Reading.

In grades K-5, lessons also focus and emphasize applying letter-sound knowledge to decode words, using phonics skills to recognize chunks and prefixes/suffixes, and generalizing phonic skills to unknown words. In grades 3-5, students learn that every syllable has a vowel sound, how syllables work, and how to break down and read multisyllabic words, including those with common prefixes and suffixes and morphology instruction. Lessons are all aligned to the South Carolina State Reading 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.

As a school team, we look at all beginning of the year assessment data to determine at-risk readers. This readers' data is used to determine which intervention program best meets their deficit. We use Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), UFLI, and WILSON intervention for students that have phonics deficits and LLI is used to intervene with comprehension deficits. All interventions are researched based and progress monitored weekly or bi-weekly. Students in Tier 2 or Tier 3 MTSS Intervention are seen for 30 minutes, 5 times a week. Once students see an interventionist, we meet every six to eight weeks to discuss student progress with the entire MTSS team. We also track student reading progress each month on a Google Drive document. All students have a goal setting conference prior to taking the iReady Inform. Incentives are given to students that either meet or beat their goal. Our multi-lingual learners also receive supports using University of Florida Literacy Institute Foundations (UFLI) to support English language acquisition.

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 teachers send home weekly newsletters updating parents on the weekly schoolwork based on the state standards. Within these newsletters there is information on homework and ways for parents to help students at home. We also conduct formal parent conferences at the end of September-early October to discuss student progress and work. Student diagnostic assessment data is shared with parents. Kindergarten parents are invited to come to orientation where they are notified of curriculum and academic expectations. Our school also offers multilingual nights to provide our multi-lingual parents ways to assist and support our ML learners at home. Reading homework is an expectation at our school every night. Parents sign off each

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2026-2027

night for reading homework. In Kindergarten, first grade and second grade, students receive decodable passages and word work as homework practice their phonics learning that occurred at school. Teachers promote reading homework by providing incentives each month.

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.

As a school we conduct data team meetings to discuss all below level readers. We meet by grade level and include administration, interventionists, MLL teachers, speech teacher, school psychologist and student support teachers. This is our time to discuss student progress. All teachers can speak to student progress using data from small group reading, whole group standards-based lessons, intervention data and any other notes about each student. All this information is documented in our data notebook and is updated in real time during those data team meetings. We also monitor iReady and Reading Plus (grades 3-5) data weekly to determine growth. The school coaches provide weekly data reports showing progress and this is shared with the teachers in our weekly newsletter from the principal. We also monitor diagnostic data and growth three times a year, beginning, middle and end of the year. In grade 3-5, we use the iReady projection tool to help identify and provide supports for students below Meets and Exceeds.

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 currently involved in LETRS training. Teachers are working on sessions independently via the LETRS portal. We will also have upcoming professional development provided by LETRS that accompany the LETRS book and online sessions. The literacy coach provides professional development teachers new to our building. Professional development includes learning about the programs and literacy expectations in our building. We provide training in HQIM implementation, and data analysis. We also provide opportunities for teachers throughout the year to visit other classrooms and reflect on their own practice by observing an exemplary teacher. Teachers that require more to refine their daily teaching are provided with coaching opportunities with the literacy coach. This is done by modeling and shoulder to shoulder coaching techniques. Teachers are asked to reflect and put into practice what they have learned from coaching sessions to help promote literacy skills. Our Literacy coach is present at all ELA weekly planning sessions for each grade level. The coach is used to help support teachers in planning rigorous lessons that are standards based.

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2026-2027

Section G: Analysis of Data

Strengths	Possibilities for Growth
• Teachers implement a Structured Literacy framework. • Teachers, coaches, administration, and specialists meet routinely to discuss Tier 1, Tier 2, and Tier 3 data. • Teachers and specialists informally discuss progress of shared students receiving Tier 2 and Tier 3 interventions. • Teachers routinely adjust instructional groupings to reflect evolving needs of students with the support of the Literacy Coach. • Teachers and specialists consistently follow an instructional schedule that provides equity and access to all students. • Teachers create and maintain print rich environments including classroom libraries, anchor charts, and word walls. • Teachers routinely conference with students about student progress and goals surrounding reading skills, iReady benchmarks and Reading Plus progress. • Teachers routinely involve parents in communicating student progress and needs via ParentSquare communication and parent conferences. • Teachers routinely provide blocks of time for instruction and practice for students to sustain work on reading and writing. • Teachers in Kindergarten-Grades 2 are implementing daily systematic, direct phonics instruction using HQIM. • Teachers are extremely reflective on looking at class data and using that to drive instruction. • School leaders promote a culture of using data to make informed academic decisions to promote growth and achievement.	• Provide opportunities for teachers that are new to our school to visit and observe highly qualified, experienced teachers and receive strategic feedback. • Continue to incorporate regular phonics check-ins using progress monitoring data during PLCs.

Section H: Previous School Year SMART Goals and Progress Toward Those Goals

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2026-2027

- 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 72% to 73 % in the spring of 2025-2026.	Our third graders scoring Meets and Exceeds in the spring SC Ready 2025-2026 was 74.6%
<u>Previous Goal #2:</u> By 2026, students in grades K-5 will demonstrate increased ELA proficiency. K-2 students will increase from projected 59.6% to 61.6% on mid or above grade level as measured by the i-Ready Spring Diagnostic scores. Students in grades 3-5 will improve from projected 67.5% meets and exceeds 2025 SC READY ELA to 68.5% meets and exceeds on 2026 SC READY ELA. (Taken from our School Renewal Plan)	Students in grades K-2, 51% scored mid or above grade level on Spring i-Ready. Students in grades 3-5 scored in Meets and Exceeds an average of 73.3% in 2026.
<u>Previous Goal #3:</u>	

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

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2026-2027

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 2026 as determined by SC READY from 74.6 % to 75 % in the spring of 2027.	Our students will be supported in lessons aligned with the South Carolina State ELA Standards. All students will receive small group reading instruction. Students that are on the retention list will be closely monitored using weekly data from iReady, Reading Plus and teacher observations. Students that are significantly below level will receive reading intervention with a highly qualified interventionist using HQIM to support their deficits. All third-grade teachers, interventionists, and MTSS staff will meet every 6-8 weeks to review student data and progress.
<u>Current Goal #2:</u> Students in grades K-2 will demonstrate increased word recognition and foundational reading skills proficiency. K-2 students will increase from average of 53% to 55% on mid or above grade level as measured by the Phonics domain on the i-Ready Spring Inform scores.	English Language Arts collaborative planning to develop lesson plans, analyze student performance data, and deliver professional development. Daily 30 minutes Tier 1 direct, systematic phonics instruction using HQIM. Daily small group instruction using HQIM for on and below level students to target foundational deficits. IREADY usage reports are reviewed weekly to share insight and feedback to refine usage. Data meetings are conducted to review student data and ensure up to date data is recorded within the Multi-tiered Systems of Supports to help drive instruction.

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2026-2027

<u>Current Goal #3:</u>	