

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? 2
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 13
- 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? 2
- 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? 2

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.

For the 2026-2027 academic year, our school continues to implement HMH Into Reading as our primary literacy curriculum and resources. Reading assessments and instruction for PreK-5th grade students encompass several key components to ensure all students meet grade-level English Language Arts (ELA) standards. I-Ready is the diagnostic assessment tool used three times per year along with weekly and module assessment that accompany the Into Reading curriculum. In third through fifth grades, our district utilizes standards-based module tests in Progress Learning. Second grade will use the Progress Learning tests beginning second semester.

For oral language, teachers evaluate students' speaking and listening skills through informal discussions, retellings, and structured activities. For instruction, activities like storytelling, discussions, and shared reading foster oral language development. Teachers model rich vocabulary and encourage students to engage in conversations, enhancing their language skills. Students are assessed for phonological awareness through tasks like rhyming, segmenting, and blending sounds. Explicit instruction in phonological awareness, using Heggerty and/or HMH Foundations or Structured Literacy, includes activities focused on sound manipulation, which supports the foundation for reading. In phonics, phonics knowledge is assessed through tasks that evaluate students' ability to decode words using letter-sound relationships. Systematic phonics instruction is provided, helping students learn how to connect sounds to letters, which is crucial for early reading success.

Strategies to improve fluency include repeated reading, guided oral reading, and using leveled texts. Vocabulary knowledge is assessed through various methods, including word knowledge quizzes and context usage. Teachers enhance vocabulary through direct instruction, context-rich exposure, and word-learning strategies (like using roots and affixes). Reading diverse texts also builds vocabulary. Comprehension is assessed

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through questioning, retellings, and written responses to texts, evaluating students' understanding of what they read. Instruction focuses on strategies such as predicting, questioning, summarizing, and making connections. Instruction is integrated across these components, ensuring that lessons are connected and reinforce one another. Students follow a path on iReady based on their diagnostic score. The path provides practice in all reading areas. Teachers also use a spelling screener to assess students and create goals.

All reading assessments, both formative and summative, use standards-based grading practices to ensure that feedback is consistent, meaningful, and aligned with grade-level expectations 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 for PreK-5th grade students are increasingly aligned with the Science of Reading, Structured Literacy, and Foundational Literacy Skills. These approaches emphasize evidence-based practices in research on how children learn to read. Assessments within the curriculum, I-Ready program and SIPPS, are used for word recognition, as well.

In Pre-Kindergarten and Kindergarten, phonological awareness foundations and letter-sound correspondences are emphasized. In first and second grades use a systematic phonics progression, along with decodable text use and attention to accuracy and automaticity. High frequency words are a focus in the lower grades and assessed/practiced in the iReady path. These approaches emphasize early identification, explicit teaching of decoding skills, and consistent practice to build fluency, laying a strong foundation for reading success in the later grades. In third through fifth grades, advanced phonics patterns, morphology instruction, and multisyllabic word strategies are used.

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.

Our school utilizes the universal screeners in the I-Ready assessment. This assessment plays a crucial role in quickly identifying students who are not meeting grade-level reading benchmarks. This data provides an initial indication of which students require more targeted support. The screener is administered three times during the year to create an early identification system. Teachers also use the PAST assessment, spelling screeners, and Phonics Assessment.

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After a universal screener flags students, diagnostic results provide more detailed information about specific gaps in skills. I-Ready results break down reading proficiency into subskills such as phonemic awareness, vocabulary, comprehension, and fluency. Once data from screeners and diagnostics is gathered, the school can assign students to targeted pathways of intervention based on their individual needs.

SIPPS is used for students who need foundational literacy support, particularly in phonological awareness and phonics. Students who show deficits in these areas on their diagnostic assessments might be placed in a SIPPS program to strengthen their foundational reading skills.

As students engage in these interventions, data from I-Ready and SIPPS is used to continuously monitor progress. Regular assessment data provides insights into how well students are responding to the intervention. For students who are not making sufficient progress, the data helps educators make decisions about whether to adjust the intervention, increase intensity, or explore additional support.

Educators regularly review this data in collaboration with interventionists, reading specialists, and parents. Teachers and administrators use data meetings to review trends and identify which interventions are working most effectively for different student populations.

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 school has several systems in place to help parents understand how they can support their child as a reader and writer at home. One of the key components is regular conferences with teachers, where parents can discuss their child's progress and receive personalized guidance on reading and writing strategies that can be implemented at home. We also host literacy nights and parent nights throughout the year, offering interactive workshops that focus on building literacy skills, sharing useful resources, and fostering a collaborative relationship between home and school. These events provide parents with the tools they need to enhance their child's reading and writing abilities in engaging ways.

In addition to these events, we offer a variety of take-home resources and online programs to keep parents informed and equipped. For instance, students receive take-home books in the lower grades that align with their reading ability, encouraging daily reading at home. The library is open to all students with each class having a specified time to visit and choose books. Online literacy programs are also available to parents, allowing students to access reading and writing activities from home. To keep communication open, we send out weekly newsletters with updates on current studies. These combined efforts ensure that parents are well-prepared to support their child's literacy development beyond the classroom.

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.

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The school implements a comprehensive system for monitoring reading achievement and growth, ensuring students are on track to reach grade-level proficiency. Teachers use a variety of assessment tools to track progress, including weekly and module assessments, CBMs (Curriculum-Based Measurements), and iReady diagnostics. These assessments help identify students' strengths and areas of need, allowing for timely interventions. Programs like SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words) support students who struggle with foundational skills, ensuring personalized instruction that meets individual needs. This continuous monitoring allows for data-driven decision-making in the classroom and at the school level.

At the school-wide level, the MTSS (Multi-Tiered System of Supports) framework is employed to provide targeted interventions based on students' progress data. Teachers, interventionists, and administrators collaborate to review assessment results, such as iReady and SC READY, to determine which students require additional support. These decisions are crucial in the PK-5th grade levels, where early literacy skills are foundational for future academic success. By regularly analyzing data, the school ensures that students receive timely interventions, helping them reach or exceed grade-level expectations in reading. MTSS meetings are regularly scheduled and intervention plans are monitored for completion and adherence to parent contact, data input, and results.

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 is committed to providing comprehensive teacher training rooted in the Science of Reading, with a focus on structured literacy and foundational literacy skills. To ensure that teachers are equipped with the necessary tools to support all students, the school offers weekly Professional Learning Communities (PLCs). These meetings provide a collaborative environment where teachers can deepen their knowledge of standards, share strategies, analyze student data, and discuss evidence-based literacy practices. This regular interaction fosters continuous learning and ensures that all teachers are aligned in their instructional approaches.

In addition to the weekly PLCs, the school also offers in-depth professional development opportunities. Most teachers have recently completed LETRS (Language Essentials for Teachers of Reading and Spelling) training. To further enhance instructional effectiveness, the school organizes ongoing SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) training. These initiatives, along with the school's ongoing literacy-focused training, ensure that all educators are well-prepared to deliver structured literacy instruction that meets the needs of every student.

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Section G: Analysis of Data

Strengths	Possibilities for Growth
● Mossy Oaks Elementary employs one experienced interventionist who uses the SIPPS program to administer instruction to students identified by the universal screener, other assessment data points and teacher input. ● The 2026 SC Ready data for ELA indicates that Mossy Oaks 5th graders had 62.5% of students Meets and Exceeds, while the district average was 60.3%. ● Targeted, effective Tier 1 instruction using the Into Reading curriculum is provided to students with 90 minutes of reading, foundational work, and writing instruction with an additional 30 minutes for intervention. ● Teachers use a variety of texts and have begun to implement decodable books in grades K-2 aligned to their foundation instruction. The students have access to the library for self-selected books and teachers maintain libraries in their classrooms to offer a variety of texts for students. Our media specialist also has weekly lessons with the students. ● Teachers and coaches regularly participate in on-going job-embedded professional learning opportunities based on school data with weekly learning communities and all eligible teachers have begun or completed the LETRS training.	● Reading and writing engagement can be strengthened with the use of observational data, PLC led collaboration, and feedback from students. ● Focusing on the rigor and implementation of HQIM in grades 3-5 can lead to more growth in ELA SC Ready scores by using 5th grade as a model. ● Shared writing experiences can be strengthened through co-teaching, modeling, and collaboration with peers. ● Students can set short term reading goals based on universal screening data with specific actions to achieve these goals. ● Professional development on teaching writing skills and using rubrics to assess writing would create a more standardized approach to writing school wide. ● Parent involvement can be strengthened through planned parent events focused on the home connection with reading and writing.

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

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- 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 2025-2026 as determined by SC READY from __45.7__ % to __60__ % in the spring of 2026.	On the 2026 SC Ready assessment, 3rd graders scoring Meets and Exceeds decreased from 45.7% to 37% in the spring of 2026.
<u>Previous Goal #2:</u> By 2025-2026 students scoring meets or exceeds on SC Ready ELA will increase from 59.1% to 65%.	On the 2026 SC Ready Reading assessment, students scoring meets or exceeds decreased from 59.7% to 53.1%.
<u>Previous Goal #3:</u> By 2025-2026, the percentage of Kindergarten through second grade students meeting their typical annual growth on the IReady reading assessment will increase from 60% to 70%.	On the 2025-2026 I-Ready reading assessment, the students meeting their typical annual growth decreased from 60% to 49%.

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

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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 2026-2027 as determined by SC READY from __37__ % to __45%__ % in the spring of 2027.	Mossy Oaks Elementary 3rd grade teachers have completed the LETRS training and utilize Science of Reading practices in their classrooms to strengthen reading outcomes. Using the curriculum, teachers are collaboratively planning using the backward design to ensure students are receiving high quality instruction. Common assessments are used with the Dufour's model to identify grade level strengths and weaknesses and students who may need additional support. 3rd grade has a dedicated teacher for students who are scoring below grade level for reading instruction to identify and strengthen areas of weakness in the foundational skills.
<u>Current Goal #2:</u> By 2026-2027 students in grades 3-5 scoring meets or exceeds on SC Ready ELA will increase from 53.1% to 61%.	Teachers are continuing the use of LETRS training to strengthen teaching reading aligned to the Science of Reading. The teachers are collaboratively planning using the backward design to ensure students are receiving high quality instruction with the Into Reading curriculum. Common assessments are used with the Dufour's model to identify grade level strengths and weaknesses and students who may need

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	additional support. Students in 3rd, 4th and 5th grade are receiving reading instruction based on their instructional strengths and weaknesses. Parent engagement events will be planned for the year to strengthen the school home connection and provide educational resources to parents.
<u>Current Goal #3:</u> By 2026-2027, the percentage of Kindergarten through second grade students meeting their typical annual growth on the I-Ready reading assessment will increase from 49% to 60%.	Teachers in grades kindergarten through second will continue utilizing LETRS training to deepen their understanding of teaching with the Science of Reading. Teachers will meet collaboratively to discuss data from I-Ready and other screeners to support students' growth. Teachers will use goal setting charts to help students stay on track with IReady weekly practice. Students will receive brag tags to encourage passing the assignments, working within the time frame of 30-45 minutes weekly, and passing at least 2 lessons weekly.