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? 20
- 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? 4
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? 1
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year? 1

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.

Students in Preschool use Frog Street as their ELA curriculum and it is aligned to the science of teaching reading. Students are engaged in literacy in multiple ways including fiction and nonfiction texts, trade books, songs, poems, and rhymes—to build core foundational skills in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Dedicated small group literacy time focuses specifically on alphabet knowledge, vocabulary acquisition, and phonological awareness. In Grades K–2 , Open Court which is a HQIM curriculum is used for literacy instruction. Daily instruction is structured into two main components: the Green Band, which targets oral language, phonological awareness, phonics, and fluency, and the Red Band, which addresses vocabulary and comprehension. Students further apply these skills during daily small group instruction and independent practice. Student progress is monitored through teacher observations, anecdotal notes, LETRS phonics assessments, and Open Court unit tests. District common assessments, aligned to the 2023 South Carolina State Standards, measure standards mastery. Additionally, 1st and 2nd grade students take the MAP assessment in the fall, winter, and spring to measure growth and national percentile rankings. For students in Grades 3–5, the HQIM used is HMH Into Reading. Teachers deliver daily instruction in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension through Foundational Skills and Shared Reading routines. Differentiated small group instruction and independent practice allow for targeted skill application. Learning is monitored using Common Formative Assessments and district benchmarks. Kindergarten through 5th graders complete MAP Reading and Math assessments in the fall, winter and spring and all 3rd–5th grade students participate in the annual SC READY state assessment. Teachers assist students in setting goals and provide tailored indicator aligned instruction to enhance their learning.

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 is strategically aligned to the science of reading. Teachers complete The UFLI Foundations Intervention Placement Test which is designed to identify individual student strengths and needs for intervention. Teachers complete the foundational literacy lessons found in Open Court and HMH curriculums and focus on phonics and letter/sound correspondences being the primary focus of word recognition instruction. Teachers use a balance of phonological awareness, decoding, and sight recognition in both instruction and assessment to identify specific areas for growth and plan ways to strengthen those areas.Teachers instruct using decodables(K-2) and Rigby Readers (Grades 3-5) for students who need to build automaticity, fluency and comprehension. In PreK teachers use Frog Street's observational assessment in which students are tested on speaking, listening, reading, and writing. Teachers used a structured literacy approach to deliver information from the adopted curriculums to ensure information is delivered to students in a way that enhances how research demonstrates children learn to read such as: diagnostic, explicit, systematic, cumulative instruction.

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 analyze student data and discuss students who failed to demonstrate grade-level reading proficiency during MTSS meetings which occur every four weeks. Students are assessed using MAP, KRA, UFLI, SC Ready, Progress Learning, teacher anecdotal notes, and district common formative assessments to determine students who are not demonstrating grade-level proficiency. Students who score below the 30th percentile will be given the diagnostic assessment (LETRS, PAST, UFLI) to identify their designated pathways for intervention. Students are grouped homogeneously in groups of 6 or below for Tier 2 instruction, and groups are 3 and below for Tier 3 instruction. Students receive Tier 2 and Tier 3 instruction from the Response to Intervention team led by the Lead Interventionists. Students who need help with word recognition receive Tier 2 or 3 intervention support using Orton Gillingham lessons. These lessons target phonological awareness, decoding, encoding, high frequency words, and building a strong sight word bank through orthographically mapping words. Phonological awareness lessons are taught using Heggerty. Students who need support with language comprehension engage in LLI lessons that practice fluency, using background knowledge, understanding language structure, and applying verbal reasoning and literacy knowledge to comprehend texts. Lessons also help students put their thoughts to paper through responding to the text using structured writing lessons.

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.

At Polo Road, we value our partnership with our parents and provide several school community events so that our parents understand how to support their students as readers and writers at home. Parents participate in Parent Teacher Conferences each nine weeks and LAP/Student Data Conferences are held each nine weeks for identified students . Parents are sent a letter in their home language which articulates the South Carolina Law requiring the Read to Succeed Act. Teachers send weekly newsletters to help parents support their students at home. During events such as Literacy Night and Parent University , parents are given at-home literacy activities, literacy strategies and information about how to work with their child at home using best practices.We collaborate with our district ML team to host an ML Night, providing dedicated support and resources tailored to our Hispanic families and community. Parents are given a letter from the MTSS team when their child will be served through RTI intervention or moved within tier 2 or 3. The RTI team also holds afterschool family events. Teachers provide parents with quarterly report cards and opportunities to regularly view students' grades online through PowerSchool. AVID binders are sent home as a home to school connection where students can demonstrate their academic growth to their parents. The Literacy coach also recreates a monthly at-home literacy choice board in English and Spanish with practical activities to extend student learning 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.

Our school employs a comprehensive model based on the MTSS system to monitor reading achievement and growth of our PreK-5th grade students.Teachers, Administration, Specialists, and Coaches collaborate during MTSS meetings every four weeks to monitor student data. Teachers progress monitor students for a minimum of six weeks to identify the student's level of risk and determine if the interventions currently in use are working. EasyCBM is used as the universal screener, RTI team provides assessment and instruction to Tier 2 and Tier 3 students. Classroom teachers assess students who are above the 30th percentile by administering the universal screener. Teachers also use MAP, UFLI , KRA, SC Ready, Progress Learning Benchmarks and district common formative assessments. Literacy Coaches and Lead Interventionists also maintain bi-monthly communication to stay abreast of student intervention data.

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.

Kindergarten-3rd grade teachers, MLL teachers, and Special Education Teachers Kindergarten through 3rd grade are enrolled in LETRS training to extend their professional knowledge and stay current with best practices. LETRS is a professional learning program designed to assist teachers in gaining expertise in the science of reading by understanding the fundamentals of reading and writing instruction including phonological awareness, phonics, fluency, vocabulary, comprehension, and written language. Teachers engage in school-based professional learning during district inservice days, after school, during planning time, and through virtual platforms. Kindergarten through 5th grade teachers participate in weekly meetings with the instructional coach to receive professional development opportunities to enhance Tier 1 instruction, participate in collaborative planning, and review data.Through reflective grade-level PLCs, teachers analyze common ELA assessments to evaluate student performance on specific indicator(s) and map out collaborative next steps. Instructional coaches meet the needs of teachers through personalized coaching cycles, coaching conversations, coaching observations and feedback, model lessons by coaches, and co-teaching. These practices are designed to support all students in PreK-5th grade.

Section G: Analysis of Data

Strengths	Possibilities for Growth
● Teachers have access to and use materials and curricula that support comprehension, concepts about print, phonological awareness, phonemic awareness, phonics, spelling, fluency, and vocabulary development. ● Teachers use the South Carolina College and Career Ready Standards when planning instruction. ● We utilize our instructional coaches to engage teachers in coaching cycles to enhance teacher and student learning. ● Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, literacy night and weekly newsletters.	● A schoolwide focus on enhancing Tier 1 instruction to support student achievement. ● Professional development to help teachers build consistent routines for whole and small group instruction based on curriculum and SC ELA standards to meet student needs. ● Support teachers in using identified resources to build language knowledge of DLI/ML students (ELLevation resources, ML resources from grade level curriculum,etc).

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 2024-2025 as determined by SC READY from 47.3 % to 50 % in the spring of 2025-2026**.	Unfortunately, this goal was not met. The percentage of third grade students scoring Meets and Exceeds in the spring of 2026 as determined by SC Ready decreased by -2.7 resulting in 44.6 % M/E. However, based on the Mastery Connect Spring(EOY) Benchmark only 37.6 of students were expected to have projected proficiency and our students exceeded that expectation. Action steps that are currently in place include: ● Literacy Coaches and teachers will engage in PD that explicitly and systematically address oral language, phonological awareness, fluency, vocabulary, and reading comprehension to teach to the intent of grade level English/Language Arts Standards. Will also collaborate with the ML team to identify strategies within ELLevation that will support student learning. ● Conduct quarterly data review meetings with 3rd grade ELA teachers to assess LAP data and determine next steps in their instruction. ● The Literacy Coach will lead Benchmark Data Reviews with 3rd grade teachers to analyze student mastery of indicators and plan whole group and small group instruction to meet the needs of students. ● Teachers are enrolled in LETRS training. ● Teachers engage in Indicator Aligned Coaching Cycles and Learning Walks with instructional coaches to enhance instruction.

Previous Goal #2: **By the Spring of 2026, we will decrease the number of first grade students from scoring Low on MAP data from 31% to 28%.**	This goal for Spring 2026 was MET with 24% of 1st grade students score in the LOW category. Actions that supported teachers and increased student learning included: ● The Literacy Coach in conjunction with the MTSS team will provide PLT that is focused on foundational skills (phonological awareness, phonemic awareness, phonics, fluency, and comprehension skills) for tiered support. ● Teachers engage in Indicator Aligned Coaching Cycles and Learning Walks with instructional coaches to enhance instruction. ● The Literacy Coach will provide professional development for K-3 to address the Foundations of Literacy Indicators (phonics & phonological awareness skills) and Application of Reading Indicators as aligned with Open Court.
Previous Goal #3: **Decrease the percentage of non-scorable or 0 scores on SC Ready Text Analysis Writing (TDW) from 15.6% to 13.6% on 2025-2026 SC Ready.**	Unfortunately, this goal was not met. Students in grades 3-5 with a non scorable or 0 score increased from 15.6 to 17.23 which is a 1.6 increase. Actions to address this goal will be to ensure that teachers follow the first 10 days of writing, focused observations on teacher modeling, and establish teacher to student and peer to peer feedback/conferring norms.

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 44.6 % to 46.6 % in the spring of 2027.**	The following action steps will be implemented: ● During PD teachers will explicitly and systematically address oral language, phonological awareness, fluency, vocabulary, and reading comprehension to teach to the intent of grade level English/Language Arts Standards. Will also collaborate with the ML team to identify strategies within ELLevation that will support student learning. ● Conduct quarterly data review meetings with 3rd grade ELA teachers to assess LAP data and determine next steps in their instruction. ● The Literacy Coach will lead Benchmark Data Reviews with 3rd grade teachers to analyze student mastery of indicators and plan whole group and small group instruction to meet the needs of students. ● Teachers are enrolled in LETRS training. ● Teachers engage in Indicator Aligned Coaching Cycles and Learning Walks with instructional coaches to enhance instruction. ● Principal and Teachers will engage in data discussions using benchmarks, MAP, common assessments,etc to identify instructional targets. ● Teachers, Administrators, and coaches will participate in PLCs using a specific indicator aligned common assessment to strengthen instructional practices to improve student learning.

Current Goal #2: **By the Spring of 2027, we will decrease the number of first grade students from scoring Low on MAP data from 40% to 35%**	The following action steps will be implemented: ● The Literacy Coach in conjunction with the MTSS team will provide PLT that is focused on foundational skills (phonological awareness, phonemic awareness, phonics, fluency, and comprehension skills) for tiered support. ● Teachers engage in Indicator Aligned Coaching Cycles and Learning Walks with instructional coaches to enhance instruction. ● The Literacy Coach will provide professional development for K-3 to address the Foundations of Literacy Indicators (phonics & phonological awareness skills) and Application of Reading Indicators as aligned with Open Court.
Current Goal #3: **Decrease the percentage of non-scorable or 0 scores on SC Ready Text Analysis Writing (TDW) in grades 3-5 from 17. 2 % to 15.2 % on 2026-2027 SC Ready.**	The following action steps will be implemented: ● The Literacy Coach will support teachers during grade level planning to identify teacher moves and model how to confer with students during writing to improve their skills. The Literacy coach will also support teachers with expectations for student to student feedback and how checklists/rubrics enhance writing abilities. ● Teachers, Coaches, and Administrators will participate in Learning Walks to observe effective writing instructional practices.