

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 teachers**
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? **12 teachers**
- How many teachers in your school are beginning Volume 1 of LETRS this year? **4 teachers**
- How many teachers in your school are beginning Volume 2 of LETRS this year? **2 teachers**
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? **0 teachers**
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year? **1 teacher**

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.

At Hopkins Elementary we follow the South Carolina Department of Education 2024 state standards as well as the Scope and Sequence provided by Richland School District One. The Scope and Sequence is aligned to the new South Carolina Department of Education 2024 state standards and ensures instruction for all PreK-5th grade students aids in the comprehension of texts to meet grade-level English/Language Arts standards. Through the implementation of Wonders Curriculum, Orton Gillingham (OG) instruction and Language Essentials for Teachers of Reading and Spelling (LETRS), students receive instruction in oral language, phonological awareness, phonics, fluency, and vocabulary. The Science of Reading approved resources are embedded in our district scope and sequence to aid in the improvement of tier one instructional practices.

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.

Hopkins Elementary uses word assessments from Orton Gillingham and Wonders Assessments that are aligned to our state standards to identify the strengths and needs of our students in the areas of word recognition. Our school schedule shows how we have time allotted for Foundation instruction each day for all students from PreK-5th grade. Teachers use resources from their LETRS training and OG, which are aligned to the science of reading. Well-trained interventionists and teachers utilize reading record assessments to understand the reading behaviors of tier three students who receive explicit intervention based on the triangulation of assessment data.

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.

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Richland One has adopted I-Ready Reading, an online diagnostic and personalized instruction program for students in grades K-5 designed to assess literacy skills based on the Science of Reading. The Universal Screener is administered during the fall, winter, and spring. Once the assessment is administered, Hopkins Elementary staff analyzes the data during our professional learning community (PLC) meetings. Students are tiered according to the following categories: Above Grade Level, Early on Grade Level, One Grade Level Below, Two Grade Levels Below, Three or More Grade Levels Below. During our PLC meetings we decide which teachers will provide targeted intervention for the students who are categorized as One Grade Level Below, Two Grade Levels Below, and Three or More Grade Levels Below. Our grade level and leadership teams meet monthly to analyze the progress students are making to meet grade-level reading proficiency. We also use I-Ready Literacy Tasks as a progress monitoring tool to document student growth as well as provide targeted lessons that are intended to move students towards reading proficiency.

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. Hopkins Elementary is intentional with our systems that are in place to help parents understand how to support their children as readers and writers at home. We provide families with opportunities during the school year where they can join us at school to learn alongside their children. These activities are Curriculum Cookies and Conversation, Literacy Nights, Grandparents Drop-In, Parent-Teacher Conferences and more. At each event, parents are provided with books and resources to support reading and writing at home. We also partner with our family engagement specialist who provides monthly meetings targeted for parents and grandparents. When students complete their I-Ready Reading assessments, there is a family letter that is generated and sent home with each student. This letter provides the student score as well as suggested skills that parents can work on with their children. Our teachers use Smore-an online newsletter, to update parents about their child's weekly Learning Intentions and Success Criteria. Parents can also access graphic organizers as well as videos and resources teachers are using in the classroom. Parents use the Smore to communicate with the teachers when additional support is needed.

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. At Hopkins Elementary, we monitor reading achievement and growth in the classroom in various ways: weekly Common Formative Assessments (CFA), teacher-created assessments, student work samples, running records, anecdotal notes, etc. The weekly CFAs give teachers immediate data that they can use to provide tiered instruction for students who need additional support. Each month teachers meet with our Multi-Tiered System of Support (MTSS) team to discuss student achievement and growth using multiple sources of data which include I-Ready data, student work samples, teacher anecdotal notes, etc. We discuss students in all tiers and pay close attention to our intervention students to document progress they are making to become proficient in reading. If the team decides further action is needed, screenings, additional interventions can be put into place. The effectiveness of the plan is monitored on a bi-weekly basis. Utilizing multiple sources of data provides a comprehensive view of each student's academic progress and helps the team determine the most appropriate instructional support and interventions moving forward.

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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.

Richland Country School District One offers a wide range of training based on the science of reading. Teachers received training on iReady Reading during the year to ensure fidelity. In 2022, teachers received training in Orton Gillingham and Morphology. Orton Gillingham and Morphology training is offered every summer, with refresher courses available virtually every year. Additionally, teachers began their Language Essentials for Teachers of Reading and Spelling (LETRS) journey in September 2022. LETRS will be offered yearly to teachers who have yet to be trained. Hopkins Elementary is responsive to teacher needs and continues supporting teachers weekly through guided planning sessions as they become experts in the understanding of how The Science of Reading methodology is embedded in the new ELA curriculum state standards, Wonders curriculum, and the LETRS training they have received. Teachers also engage in monthly PLOs that address school literacy needs and are aligned to the science of reading.

Section G: Analysis of Data

Strengths	Possibilities for Growth
- Teachers are using South Carolina College and Career Ready Standards when planning instruction. - Teachers are using a Comprehensive Formative Assessment System	- By May 2027, 100% of teachers will strengthen standards-based planning by consistently unpacking and aligning the South Carolina College and Career Ready Standards to lesson objectives, instructional activities, and assessments. Evidence of implementation will be demonstrated through lesson plan reviews, classroom observations, and instructional coaching cycles, with at least 90% of reviewed lessons showing clear alignment between standards, instruction, and assessment. - By May 2027, all teachers will effectively implement a Comprehensive Formative Assessment System (CFAS) by consistently using formative assessment strategies to monitor student learning, provide timely feedback, and adjust instruction. Evidence of implementation will be demonstrated through lesson plans, classroom observations, student work samples, and data discussions, with 90% of classrooms

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Teachers use shared reading experiences to scaffold student success and build fluency.	showing consistent use of formative assessment practices and instructional adjustments based on assessment data. By May 2027, all teachers will strengthen the use of shared reading experiences to scaffold student learning and build reading fluency by implementing close reading at least 3 times per week using explicit modeling, think-alouds, vocabulary development, and opportunities for repeated reading. Evidence of implementation will be collected through lesson plans, classroom observations, and student fluency data, with 90% of classrooms demonstrating effective shared reading practices and 80% of students meeting or exceeding expected fluency growth benchmarks.
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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
<u>Previous Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in 2025-2026 as determined by SC READY from 56 % to 60 % in the spring of 2026.	75% of third graders scored Meets or Exceeds
<u>Previous Goal #2:</u> During the 2025-2026 school year, Hopkins Elementary will host at least three (3) Parent and Family Engagement Literacy Events. Through participation in these events and the implementation of literacy strategies at home, the percentage of students meeting grade-level reading proficiency expectations will increase by 5% from the	We met our goal Providing the following: - Parent Academy - MONTHLY - Locker Room Experience (A session for dads) – November 18th, 2025 - Demin and Pearls (A session for moms) – March 26, 2026

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beginning-of-year to the end-of-year literacy assessment, as measured by district benchmark and progress-monitoring data.	
<u>Previous Goal #3:</u> By the end of the 2025–2026 school year, 100% of Pre-K–5th grade teachers will participate in monthly Professional Learning Opportunities (PLOs) focused on improving writing instruction through the use of the Writing Rope framework, modes of writing (narrative, informational, opinion), and Visible Learning strategies—including clear learning intentions, success criteria, and effective feedback—resulting in at least a 10% increase in student writing proficiency as measured by school-wide writing assessments.	Goal was met

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.

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- 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 2027 as determined by SC READY from 75 % to 78 % in the spring of 2026-2027 school year.	- Ensuring daily 30-minute Intervention Block - Providing a minimum of 4 Parent and Family Engagement Literacy Events to promote Family Engagement in order to support students' literacy learning. - Utilizing SC State Standards to explicitly teach literacy skills and strategies for reading, writing, listening, and speaking to engage students in all content areas. - Using protocols to deconstruct standards for instructional implementation – Learning Intentions and Success Criteria - Providing ongoing professional learning sessions focused on structured literacy instruction. - Utilizing a Structured Literacy Approach to instruction. - Administering state practice test (minimum of 3) and analyze the data in real time to determine instructional next steps for students - Explicitly teach the literacy skills and strategies of reading, writing, listening, and speaking to engage students in all content areas - Providing access to a variety of appropriate texts for students (genres, levels, and students' interests).
<u>Current Goal #2:</u> During the 2026-2027 school year, Hopkins Elementary will host at least three (3) Parent and Family Engagement Literacy Events. Through participation in these events and the implementation of literacy strategies at home, the percentage of students meeting grade-level reading proficiency expectations will increase by 5% from the	Providing the following: - Parent Academy - Curriculum, Cookies and Conversation - Grandparents Day

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beginning-of-year to the end-of-year literacy assessment, as measured by district benchmark and progress-monitoring data.	
<u>Current Goal #3:</u> By the end of the 2026–2027 school year, 100% of Pre-K–5th grade teachers will engage in monthly Professional Learning Opportunities (PLOs) focused on implementing explicit instruction and Visible Learning practices, including clear learning intentions, success criteria, intentional modeling, guided practice, formative assessment, and effective feedback. As a result, students will demonstrate at least a 10% increase in proficiency on school-wide assessments.	Action Steps Pre-K-5: • Provide monthly Professional Learning Opportunities (PLOs) • Develop and share instructional resources • Implement classroom walkthroughs • Facilitate instructional coaching cycles • Establish Professional Learning Communities (PLCs) • Model effective instructional practices • Monitor student learning through formative assessment • Provide ongoing feedback • Analyze student achievement data quarterly