

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? 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? 2
- 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.

At Joseph Shanklin Elementary School, reading assessment and instruction in PreK–5 address oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to support students in meeting grade-level English/Language Arts standards. HMH Into Reading serves as the core instructional resource in grades K–5, providing explicit instruction and opportunities for students to develop foundational reading skills, build oral language and vocabulary, read connected text with accuracy and fluency, and comprehend increasingly complex literary and informational texts.

Teachers use HMH assessments, i-Ready diagnostic data, classroom observation, student work, and formative assessments to identify strengths and instructional needs and monitor student progress. Assessment results inform whole-group instruction, flexible small groups, differentiation, intervention, and enrichment while maintaining students' access to grade-level standards and high-quality instructional materials.

Through collaborative planning, PLC's, and ongoing data analysis, teachers monitor student growth and adjust instruction based on demonstrated needs. This continuous cycle of assessment, instruction, progress monitoring, and instructional adjustment supports students' development in both foundational reading skills and language comprehension as they progress toward grade-level reading proficiency.

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.

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At Joseph Shanklin Elementary School, word recognition assessment and instruction in PreK–5 are aligned with the Science of Reading, structured literacy, and foundational literacy skills. Students receive explicit, systematic, sequential, and cumulative instruction in phonological and phonemic awareness, sound-symbol relationships, phonics, decoding, encoding, and automatic word recognition. HMH Into Reading provides core foundational skills instruction, including opportunities for modeling, guided practice, cumulative review, and application in connected text.

Teachers use HMH assessments, i-Ready diagnostic data, classroom skill checks, fluency measures, and targeted foundational skills assessments to identify specific skill gaps rather than relying solely on overall reading performance. Assessment data are used to form flexible, skill-based groups and determine the focus and intensity of instruction. Groups and instructional targets are adjusted as students demonstrate progress and mastery.

Students requiring additional foundational skills support receive targeted, explicit instruction based on identified needs. UFLI Foundations is used to support systematic phonics and word-recognition instruction, while interventionists may use SIPPS for students requiring more intensive support. Progress-monitoring data are used to evaluate students' response to instruction and determine when supports should be continued, adjusted, or intensified.

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.

At Joseph Shanklin Elementary School, universal screener and diagnostic data are used to identify PreK–5 students who are not demonstrating grade-level reading proficiency and determine whether their primary area of need is word recognition, language comprehension, or a combination of both. The i-Ready Reading Diagnostic is administered three times each year and analyzed alongside classroom performance, formative assessments, and other available data to identify specific reading needs.

Students with foundational skill deficits receive targeted, skill-based instruction in areas such as phonological and phonemic awareness, phonics, decoding, and word recognition. UFLI Foundations, i-Ready Pathways, Phonics Bootcamp, and SIPPS may be used based on identified needs. Students demonstrating adequate word recognition but difficulty understanding grade-level text receive targeted support in areas such as oral language, vocabulary, background knowledge, and comprehension while continuing to engage with grade-level core instruction.

Students receiving intervention are progress monitored regularly, and data are reviewed collaboratively through the MTSS process. Instructional groups and supports are continued, adjusted, or intensified based on students' response to intervention. This ongoing process ensures that intervention is matched to identified needs and adjusted as students progress toward grade-level reading proficiency.

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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.

Joseph Shanklin Elementary School provides families with ongoing communication, resources, and opportunities to support reading and writing at home. Weekly grade-level newsletters communicate current literacy skills and provide practical strategies families can use to reinforce learning. During parent-teacher conferences, teachers share student assessment data, discuss strengths and areas for growth, and provide individualized strategies for supporting literacy development at home.

Families are also engaged through literacy-focused events, including Family Literacy Night, ML Literacy Night, Third Grade Read-2-Succeed and other school-based opportunities that provide hands-on activities, resources, and research-based strategies for supporting reading and writing. The school's parent liaison helps connect families with academic information, literacy resources, and additional support as needed.

Through ongoing communication, meaningful family engagement opportunities, and individualized support, the school builds strong partnerships with families and provides parents and caregivers with practical strategies to support literacy development 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.

Joseph Shanklin Elementary School monitors PreK–5 reading achievement and growth using multiple sources of data. Teachers use HMH assessments, common formative assessments (CFAs), student work, and classroom performance to monitor mastery of grade-level standards and skills. District benchmark assessments every 6 weeks provide additional measures of progress throughout the year, while the i-Ready Reading Diagnostic is administered three times annually to measure achievement and growth across reading domains and identify individual, grade-level, and schoolwide trends.

During weekly PLCs, teachers collaboratively analyze assessment data to evaluate the effectiveness of Tier One instruction, identify student needs, plan flexible small groups, and determine appropriate reteaching, enrichment, or intervention. Students requiring additional foundational literacy support may receive targeted instruction using UFLI Foundations or SIPPS based on identified skill needs. Progress-monitoring measures aligned with the intervention are used to determine students' response to instruction and whether support should be continued, adjusted, intensified, or reduced.

At the school level, monthly MTSS meetings provide opportunities for teachers, interventionists, administrators, and instructional support staff to review multiple sources of student data and make collaborative decisions regarding intervention and additional support. School leadership and

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instructional teams also analyze classroom and grade-level trends to identify areas requiring additional instructional support, professional learning, or resources. Through this ongoing cycle of assessment, collaborative data analysis, targeted instruction, progress monitoring, and instructional adjustment, the school monitors both individual student growth and overall reading achievement and responds to identified needs in a timely manner.

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.

Joseph Shanklin Elementary School provides ongoing professional learning to strengthen teachers' knowledge and implementation of the Science of Reading, structured literacy, and foundational literacy practices. Twenty teachers have completed LETRS Volumes 1 and 2, four have completed Volume 1, and additional teachers are currently participating in LETRS training. LETRS supports teachers' understanding of phonological and phonemic awareness, phonics, fluency, vocabulary, comprehension, and explicit, systematic literacy instruction.

Professional learning continues through weekly PLCs and collaborative planning, where teachers analyze student data, internalize HQIM lessons, examine student work, and plan instruction based on identified needs. Teachers also receive curriculum-focused professional development and support with effective implementation of HMH Into Reading and evidence-based foundational literacy practices.

The Literacy Coach provides job-embedded support through professional development, modeling, co-planning, coaching, observation and feedback, and instructional resources. Teachers and interventionists also receive training and support in evidence-based interventions and instructional practices, including the use of UFLI Foundations and SIPPS when appropriate to identified student needs. Professional learning and coaching are informed by schoolwide, grade-level, and student data to address areas of instructional need.

PreK educators participate in professional learning focused on developmentally appropriate early literacy practices through Creative Curriculum, EC LETRS, and other collaborative learning opportunities. Together, these professional learning structures support consistent, evidence-based literacy instruction across PreK–5.

Section G: Analysis of Data

Strengths	Possibilities for Growth
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| <ul style="list-style-type: none">• Teachers use multiple sources of assessment data, including universal screeners, diagnostic assessments, common formative assessments, progress-monitoring measures, district benchmarks, and classroom performance data to identify student strengths and instructional needs.• Teachers implement HQIM aligned with South Carolina standards and evidence-based literacy practices to support foundational skills, language comprehension, reading, and writing.• Weekly PLCs and collaborative planning provide opportunities for teachers to analyze student data, internalize curriculum, examine student work, plan instruction, and respond to identified student needs.• Students demonstrating reading difficulties receive targeted, skill-based support in addition to core literacy instruction. Flexible groups and interventions are adjusted based on student needs and progress-monitoring data.• Teachers, administrators, interventionists, and instructional support staff participate in ongoing professional learning, coaching, and collaboration focused on strengthening literacy instruction.• The school fosters partnerships with families and community organizations to support literacy development and provide opportunities that extend reading and writing beyond the classroom. | <ul style="list-style-type: none">• Strengthen K–2 foundational literacy outcomes, particularly in phonological awareness and phonics, through consistent implementation of explicit, systematic instruction and targeted support based on identified skill needs.• Fall i-Ready diagnostic data indicate significant foundational literacy needs across grades K-2, particularly in phonics and phonemic awareness. These results highlight the need for consistent, explicit instruction, targeted intervention, and ongoing progress monitoring.• Quantitative strength: Fall i-Ready data indicate that 53% of second-grade students are on grade level in phonological awareness, making this a relative strength in foundational reading skills.• Quantitative weakness: Fall i-Ready data indicate that only 18% of kindergarten students and 17% of first-grade students are on grade level in phonological awareness. Phonics remains an area of need across K–2, with 7% of kindergarten students and 14% of both first- and second-grade students on grade level. These results support the need for explicit, systematic foundational skills instruction.• Strengthen the use of data during collaborative planning to consistently connect identified student needs to specific instructional responses, flexible grouping, measurable outcomes, and follow-up progress monitoring.• Develop a consistent schoolwide process for using assessment and progress-monitoring data to determine appropriate literacy supports, intervention pathways, and criteria for adjusting or intensifying instruction.• Continue building teacher capacity to provide evidence-based literacy instruction and appropriate scaffolds for multilingual learners while maintaining access to grade-level standards and rigorous instruction. |
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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 the spring of 2026 as determined by SC READY from 36 % to 40 % in the spring of 2025.	We met our goal and exceeded it. 50.9% of our students scored Meets or Exceeds Expectations. To reduce the percentage of 3rd grade students scoring "Does Not Meet" on the SC READY ELA assessment, the school implemented a comprehensive literacy plan focused on high-quality Tier 1 instruction using the HMH Into Reading curriculum, supported by weekly data monitoring (formative, summative, and i-Ready) to guide instruction. Teachers engaged in PLCs, coaching cycles, and walkthroughs with feedback to strengthen instruction, while also participating in LETRS training to build knowledge in the science of reading. Targeted small group instruction was informed by CFA data, and differentiation was supported through i-Ready tools and instructional pathways. Early literacy skills in phonological and phonemic awareness were emphasized in PreK–K to prevent future gaps. Communication with families about the Read to Succeed law encouraged home support, reinforcing a school-wide effort to close achievement gaps and improve reading outcomes.

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<u>Previous Goal #2:</u> Increase the percentage of kindergarten-third graders scoring mid or above grade level in Phonics in the Spring of 2026 as determined by the i-Ready assessment from 10 % to 20 % in the Fall of 2025.	Goal Met/Exceeded. In Spring 2026, approximately 37% of students in grades K–3 scored mid or above grade level in Phonics as measured by i-Ready, exceeding the established goal of 20%. Grade-level results were 34% in kindergarten, 31% in first grade, 27% in second grade, and 56% in third grade. These results demonstrate an increase from the Fall 2025 baseline of 10% and exceeded the spring target by approximately 17 percentage points.
<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 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 50.9 % to 55.9 % in the spring of 2027.	1. Strengthen Grade-Level Core Instruction: Third-grade teachers will implement HQIM aligned with South Carolina ELA standards and use Visible Learning practices, including clear learning intentions, success criteria, and evidence of student learning.

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	2. Use Collaborative Planning: Teachers will use weekly PLCs to internalize curriculum, analyze student work and assessment data, anticipate student needs, and plan appropriate scaffolds and flexible groups. 3. Provide Targeted Support: Students not demonstrating grade-level proficiency will receive targeted small-group instruction and intervention based on identified reading needs. 4. Monitor and Respond to Student Progress: Teachers will use i-Ready, classroom assessments, CFAs, benchmark data, and intervention progress monitoring to evaluate student growth and adjust instruction and supports. 5. Provide Coaching and Professional Learning: Teachers will receive job-embedded coaching and professional learning focused on evidence-based literacy practices, effective implementation of HQIM, and meeting the needs of diverse learners.
<u>Current Goal #2:</u> By the spring of 2027, the percentage of students in grades K–2 performing at or above grade level in phonics, will increase from 9% on the fall i-Ready Inform to at least 45% on the spring i-Ready Inform.	1. Strengthen Core Foundational Literacy Instruction: K–2 teachers will provide explicit, systematic foundational literacy instruction aligned with the Science of Reading and HQIM, with emphasis on phonological awareness, phonics, decoding, and application in connected text. Visible Learning practices, including clear learning intentions, success criteria, and evidence of student learning, will support students in understanding their learning goals and progress. 2. Use Data to Identify Specific Skill Needs: Teachers will analyze i-Ready diagnostic data, classroom assessments, and foundational literacy measures during collaborative planning to identify specific skill deficits and form flexible, skill-based instructional groups. 3. Provide Targeted Intervention: Students demonstrating foundational literacy skill deficits will receive targeted instruction based on identified needs. UFLI Foundations will be

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	used when appropriate, with placement and instructional starting points determined by UFLI assessment data. SIPPS may be used for students requiring additional intensive support. 4. Monitor Student Response: Teachers and interventionists will use aligned progress-monitoring measures in MTSS to determine whether students are responding adequately to instruction. Data will be used to continue, adjust, intensify, or reduce support. 5. Develop and Implement a K–2 Literacy Decision Tree: A consistent process will be developed and implemented for using assessment data to identify foundational literacy needs, select appropriate instructional or intervention supports, determine progress-monitoring expectations, and make decisions based on student response. 6. Provide Job-Embedded Professional Learning and Coaching: K–2 teachers will receive support through collaborative planning, professional learning, modeling, co-planning, observation and feedback, and instructional resources focused on foundational literacy, effective implementation of HQIM, Visible Learning practices, and evidence-based support for multilingual learners. 7. Review Progress Collaboratively: K–2 teams will regularly review student achievement and progress-monitoring data during PLCs and MTSS meetings to evaluate the effectiveness of instruction and intervention and determine next instructional steps.
<u>Current Goal #3:</u>	

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