

Submission Time:

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2026-27 Primary and Elementary Reading Plan

District Name	Spartanburg 04
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School Name	Woodruff Elementary
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Section A: Five Pillars of Reading Instruction

Describe how reading assessment and instruction for all 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 school uses multiple platforms to integrate the six components of literacy- oral language, phonological awareness, phonics, fluency, and comprehension. Tier 1 instruction is centered around our state adopted textbook, HMH Into Reading. HMH Into Reading encompasses all components of literacy, and teachers use this research-based program to teach the five pillars of reading instruction. After each module, students are assessed based on the South Carolina standards to determine if they are mastering grade-level English Language Arts standards. Since phonics is paramount in developing independent reading skills, second grade uses Heggerty to teach phonemic awareness and UFLI lessons to teach phonics skills in both small and whole groups. Second grade uses a UFLI benchmark assessment to determine students' needs and to group them into small groups. Third grade uses HMH and UFLI to teach phonics skills through weekly spelling. Each week a specific phonetic pattern is introduced. Additionally, third grade does focus groups three days a week and there is a group that receives explicit phonics instruction from a certified teacher. These groups are designed for them to work together as a grade level team sharing students to further meet them where they are performing based on the designated assessment. Students will be given post assessments at the end of each focus group cycle to determine progress and areas of strengths and weaknesses. Our universal screener, i-Ready focuses on oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Using this data as a benchmark, allows for materials to be aligned for small group instruction. Students work in their specifically designed i-Ready pathway for a minimum of 30 to 45 minutes as suggested by i-ready to meet the target time on task.

Section B: Foundational Literacy Skills

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.

i-Ready, our universal screener, helps determine students who may need additional assistance in sight word recognition. Students who continue to show deficits are targeted in Tier 2 instruction, Tier 3 instruction, or through special education services by using an Individualized Education Plan (IEP) with accommodations and goals. These students are also pulled during small group rotations for second grade and during the third grade small groups when they aren't being pulled for Tier 2 instruction.

Tier 2 and Tier 3 intervention students are given the Core Phonics Survey where we determine which skills need to be targeted to help students automatically recognize words. This information is used to refine Tier 2 and Tier 3 instruction. These skills are targeted through systematic direct instruction by using UFLI and Reading A to Z decodables with our Tier 2 students and Wilson's Foundation and Reading A to Z decodables for our Tier 3 students.

In sessions, students work on "breaking apart sounds" through both phonemic awareness and phonics drills. All students in 2nd grade and 3rd grade receive direct instruction with phonics. Second grade receives this instruction daily through their UFLI lessons, and third grade receives this through their daily HMH spelling lessons. This assists students as they transition from learning to read to reading to learn with the end goal of becoming fluent readers.

Section C: Intervention

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 the beginning of the school year, all students in 2nd and 3rd grade take the i-Ready assessment and selected students are administered the Core Phonics Survey. This information from the i-ready and diagnostic and Core Phonics Survey help determine the students who will be targeted in Tier 2 and Tier 3 interventions. The Core Phonics Survey will help us to determine their strengths and weaknesses with phonics. This information is then used to determine which areas to target during Tier 2 and Tier 3 interventions

Once students master individual goals, then they will be assessed to determine our new focus. As students progress from needing phonics instruction, then fluency, vocabulary, and comprehension benchmarks will be given to them to determine their new goals. Progress monitoring for students receiving intervention is conducted every 3 weeks.. Parents are notified of their child's area of growth through progress reports that they receive every nine weeks. Parents collaborate with the literacy coaches about their concerns and extra support is sent home as needed.

Section D: Supporting Literacy at Home

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.

Reading is an integral part of our school, and we want to involve parents in this journey. To help build a bridge, a letter is sent home to all 2nd and 3rd grade students emphasizing the importance of reading. This letter contains a request for response from parents where they can request more information. If parents request this information, they receive a packet that includes strategies for helping students grow as a reader and writer with skills such as spelling, fluency, comprehension, phonics, phonemic awareness, and high frequency words. This information is also available for 2nd and 3rd grade students as well.

After intervention students finish working on a skill in intervention time, they are given decodable books to take home and read daily. 3rd grade teachers send home spelling words on Fridays, so parents can help students to practice the skill taught for the week. As a result, spelling words are selected based on a specific phonics skill or word pattern to reinforce the skills students are currently learning.

Teachers also meet with all parents to discuss the child's reading progress and what extensions can be done at home to assist with the learning of their child. Interim and report cards are sent home every 4.5 weeks to inform parents of their child's progress in reading. Fall parent conferences will also be conducted with families in person and communication is always open to address any parent concerns. During this time, teachers can offer the information from the i-ready family reports that give parents a snapshot of where they are and what they can do at home to help them. Some teachers are also sending visuals to guide parents and increase their capacity to help their students at home. Parents are encouraged to always reach out to schedule a conference upon request.

Section E: Progress Monitoring

Document how the school provides for progress monitoring of reading achievement and growth at the school level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.

Once students have been identified for interventions through the universal screener, each child is given goals in their area of deficit, which includes oral language, phonemic awareness, phonics, fluency, and/or comprehension. Students are given progress monitoring probes/assessments to determine progress. Tier 2 and Tier 3 students are given progress monitoring probes every three weeks. This assists interventionists in measuring student progress with reading skills. This also assists in determining if more intensive interventions are needed. Tier 2 and 3 students are given the Core Phonics progress monitoring tool that checks progress with their phonics goal. If a child isn't making sufficient progress with Tier 2 interventions, the intervention team discusses with the classroom teacher classroom progress.

If the classroom teacher denotes lack of progress the student is then moved to Tier 3 for more intensive interventions. If the progress monitoring tools indicate students are not making sufficient progress or regressing, the MTSS team begins the process of building a case file to determine if evaluation of a disability is needed. Progress monitoring information is also utilized to determine which students can be dismissed from Tier 2 and/or Tier 3 intervention. Monthly meetings are held with teachers to discuss the progress of all students including Tier 2 and Tier 3 students. Our most important goal for all students is to empower them with strategies which in turn creates lifelong readers.

Section F: Teacher Training

Explain how the school will provide teacher training based in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students.

Our school provides our teachers a variety of professional development to support our students. This year, we will continue to strengthen our implementation of LETRS training through three refresher sessions throughout the school year. In addition to the formal training, intentional instructional focuses are embedded within our weekly staff memo to provide ongoing reinforcement and support. These focuses will include areas such as intentional feedback, setting a purpose for reading, academic discourse, and the purposeful use of I Can statements. Each focus will include specific strategies teachers can implement in their classrooms, along with guiding questions to help teachers understand what the strategy should look like in practice and how it can be intentionally incorporated into instruction. We also have planned intentional opportunities for collaboration with instructional providers to provide teachers with additional support, clarify implementation, and connect professional learning to classroom practice. This ongoing approach will help ensure that professional learning translates into consistent, purposeful instructional practices that support student learning.

Section G: District Analysis of Data

Strengths

Teachers use South Carolina College and Career Ready Standards to develop pacing guides and update the guides as an ongoing process.

Teachers use a variety of instructional strategies to build a community of readers and writers.

One literacy coach guides three interventionists in designing targeted instruction to students identified as reading significantly below grade level.

The literacy coach sent out a coaching menu to all 2nd and 3rd grade teachers to determine which areas that they need extra support with and will support them throughout the year. A new survey will be sent out in January to determine if teachers have new needs that need to be supported.

Bi-weekly professional development provides teachers with opportunities to grow in knowledge and sharpen their instructional skills which in turn yields higher student achievement.

Incorporation of a Collaborative Team Planning Document to provide teams with a consistent structure for planning, analyzing student learning, discussing instructional strategies, and identifying next steps. This will support meaningful collaboration and help ensure that team planning remains focused on student needs, instructional decisions, and continuous improvement. Instructional Spotlight in the weekly staff memo to highlight effective instructional practices happening within our classrooms. This provides opportunities to celebrate teacher strengths, share practical strategies, and allow colleagues to learn from one another by seeing how effective practices are being implemented across our school.

i-Ready pathways and teacher assigned lessons are used to target individual student's needs.

An observation schedule ensures that teachers are consistently adhering to curriculum guides and providing targeted instruction to all students.

Teachers have access to the edAnalytics platform to analyze student baseline data and historical performance over time for academic achievement and social emotional well-being.

Possibilities for Growth

23% of 2nd graders scored 2 or more grade levels below with phonemic awareness.

36% of 2nd graders scored 2 or more grade levels below with phonics.

39% of 3rd graders scored 2 or more grade levels below within phonics on the Fall i-Ready 2026 assessment.

7% of 3rd graders scored 2 or more grade levels below with high frequency words.

We will place an intentional focus on modeling for students during instructional delivery, particularly making the teacher's thinking visible through think-alouds and modeling the processes students are expected to use independently. As appropriate, instruction will also emphasize connecting writing to reading and other content areas, helping students use evidence from texts to develop, explain, and support their written responses. This will provide students with clear examples of what quality thinking and application look like before they are asked to demonstrate these skills independently

Description Area

*Note: The questions below are included to gauge school-level LETRS implementation. Teachers for state-funded LETRS training include: K-3 Classroom Teachers, 4-5 Classroom Teachers, Reading Coaches, Reading Interventionists, K-5 Special Education Teachers, Middle Level Special Education Teachers, School Administrators, Multi-lingual Teachers, PreK CERDEP Teachers, PreK CERDEP Teaching Assistants

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?

24

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

22

How many eligible teachers in your school are beginning Volume 1 of LETRS this year?

3

How many eligible 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 0
in your school are beginning EC
LETRS this year?

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

Previous Goal #1	Reduce the percentage of third graders scoring Does Not Meet in the spring of 2025 as determined by SC READY from 19.5% to 17% in the spring of 2026.
Goal #1 Progress	Goal met-12.4% of 3rd graders scored not met on the 2026 SC Ready test.

Section I: Current Year SMART Goals and Action Steps Based on Analysis of Data

Description Area	For all schools serving third grade students, goal #1 MUST read:Third Grade Goal: Increase the percentage of third graders scoring Meets and Exceeds in the spring of [previous school year] as determined by SC READY from __% to __% in the spring of [current school year].
Current Goal #1	Reduce the percentage of third graders scoring Does Not Meet in the spring of 2026 as determined by SC READY from 13.3% to 10.5% in the spring of 2026.

Goal #1 Action Steps

1. Intervention teachers and assistants will work with Tier 2 students during an intervention block of time. They are served through a 30-minute intervention block focusing on comprehension, phonological awareness, phonemic awareness, phonics, fluency, vocabulary, and writing. During this time, classroom teachers can administer small group instruction to the remaining Tier 1 and/or Tier 2 students.
2. Interventionists will pull Tier 3 students daily.
3. Evaluate i-Ready data, Core Phonics Survey, and running records to identify Not Met students.
4. Teachers/Interventionists/Resource Teachers will provide small group instruction daily to Not Met students using UFLI/Fundations and other research based literacy materials during guided reading.
5. Intervention teachers will incorporate a UFLI and Reading A to Z decodables with Tier 2 students and Wilson's Foundations and decodable readers.
6. Communication with parents of Not Met students.
7. Continue to implement and improve the school's RTI plan/model that supports tiered interventions based on students' reading data.
8. Teachers will plan together and collaborate to meet weekly to plan instruction.
9. 2nd grade teachers will have literacy rotations and will begin sharing students during the second nine weeks during literacy small groups.
10. 3rd grade teachers will share students during literacy small groups three days a week.

Current Goal #2

In grade 3 students will increase from scoring 62.4% to 65% by scoring met and/or exceeding on the ELA test of SC Ready on the Spring 2027 SC Ready assessment.

Goal #2 Action Steps

1. Intervention teachers and assistants will work with Tier 2 students during an intervention block of time. They are served in a 30-minute intervention block for 2nd and 3rd that focuses on comprehension, phonological awareness, phonemic awareness, phonics, fluency, vocabulary, and writing. During this time, classroom teachers will provide small group instruction to the remaining Tier 1 students using phonics and reading data.
2. Interventionists will pull Tier 3 students daily.
3. Evaluate i-ready and weekly reading data to target groups that will target weaker areas within the six components of literacy and provide enrichment for designated students.
4. Teachers will provide small group instruction daily to target students using leveled literacy materials during guided reading.
5. Intervention teachers will use UFLi and Reading A to Z decodables with Tier 2 students. Intervention teachers will use Level 1 and Level 2 Foundations and Reading A to Z decodables with Tier 3 students.
6. Teachers will differentiate reading instruction to meet all students needs.
7. Continue to implement and improve the school's RTI plan/model that supports tiered interventions based on students' reading data.
8. The reading coach and literacy interventionists meet with ELA teachers during planning to help plan and address curriculum needs.

Current Goal #3

In grades 2nd grade and 3rd grade students will increase from 53.3% to 65% of students meeting their typical goal on the i-ready test in the Spring of 2027 in reading.

Goal #3 Action Steps

1. Intervention teachers and assistants will work with Tier 2 students during an intervention block of time. They are served in a 30-minute intervention block for 2nd and 3rd that focuses on comprehension, phonological awareness, phonemic awareness, phonics, fluency, vocabulary, and writing. During this time, classroom teachers will provide small group instruction to the remaining Tier 1 students using phonics and reading data.
2. Interventionists will pull Tier 3 students daily.
3. Evaluate i-ready and weekly reading data to target groups that will target weaker areas within the six components of literacy and provide enrichment for designated students.
4. Teachers will provide small group instruction daily to target students using leveled literacy materials during guided reading.
5. Intervention teachers will use UFLi and Reading A to Z decodables with Tier 2 students. Intervention teachers will use Level 1 and Level 2 Foundations and Reading A to Z decodables with Tier 3 students.
6. Teachers will differentiate reading instruction to meet all students needs.
7. Continue to implement and improve the school's RTI plan/model that supports tiered interventions based on students' reading data.
8. The reading coach and literacy interventionists meet with ELA teachers during planning to help plan and address curriculum needs.

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