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? 0
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 9
- How many teachers in your school are beginning Volume 1 of LETRS this year? 0
- How many teachers in your school are beginning Volume 2 of LETRS this year? 13
- 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 Watkins-Nance Elementary, reading instruction and assessment for all PreK–5th grade students are designed to develop key literacy components: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension in alignment with the South Carolina College- and Career-Ready (SCCCR) English Language Arts standards. These elements are embedded in daily tier one instruction through the district's Structured Literacy Framework. Teachers use the district's scope and sequence, and the district-adopted High-Quality Instructional Materials (HQIM), Wonders, to guide instruction and ensure standards-aligned teaching and learning. Additionally, the Orton-Gillingham approach is incorporated to provide explicit, systematic, and multisensory instruction.

Oral Language

PreK–5th grade teachers incorporate daily opportunities for students to participate in structured conversations, storytelling, and academic discourse. This includes interactive read-alouds with purposeful questioning and vocabulary-rich discussions that strengthen both expressive and receptive language abilities.

Phonological Awareness

In PreK-1st grade, phonological awareness is explicitly taught through daily instruction using multi-sensory strategies. Students engage in rhyming, syllable segmentation, onset-rime blending, and phoneme manipulation.

Phonics

Systematic and explicit phonics instruction begins in kindergarten and continues through third grade. Our school implements the newly adopted Wonders curriculum alongside the Orton-Gillingham approach, both of which are structured literacy programs grounded in the Science of Reading to promote consistency and alignment across grade levels. Students are taught sound-spelling correspondences, phonemic decoding, encoding, and spelling patterns in a sequential and cumulative sequence. Ongoing assessments, including letter-sound fluency measures, nonsense word reading assessments, and spelling inventories, are administered to monitor student progress and guide instruction.

Fluency

Fluency is developed through repeated reading, teacher modeling, choral reading, and independent practice using leveled texts. In grades first through fifth, students participate in fluency routines that focus on accuracy, rate, and expression. Assessment of fluency includes regular one-on-one oral reading fluency checks using teacher observations and student performance on i-Ready Literacy Tasks.

Vocabulary

Vocabulary instruction is embedded across the curriculum. Teachers explicitly teach academic and content-area words as well as model word-learning strategies.

Comprehension

Reading comprehension is the goal of all reading instruction. Beginning in PreK, students are taught comprehension strategies such as retelling, predicting, questioning, and making connections. As students' progress through the grades, they learn to analyze texts, identify central ideas and themes, make inferences, and cite textual evidence to support their thinking. Teachers use a variety of assessments, including running records, comprehension rubrics, Wonders curriculum assessments, and district-created Common Formative Assessments (CFAs), to evaluate student understanding. Instruction is differentiated based on assessment data and includes targeted strategy groups and small-group instruction designed to address students' specific learning needs.

To identify essential literacy skills, our school utilizes a variety of district-provided universal screeners to monitor student progress, evaluate instructional effectiveness, and inform instructional decisions. In Pre-K, myIGDIs (Individual Growth and Development Indicators) assess early literacy skills in areas such as oral language, phonological awareness, and alphabet knowledge, helping teachers identify students who need targeted support to build foundational reading skills.

The Kindergarten Readiness Assessment (KRA) measures students' preparedness for school across multiple domains, including language and literacy. The resulting data guide teachers in tailoring instruction to strengthen early reading development.
i-Ready Diagnostic for Reading provides ongoing, adaptive assessment data that tracks students' progress in foundational reading skills, vocabulary, and comprehension. Teachers also use i-Ready Literacy Tasks to monitor students' response to Tier II interventions and to evaluate growth in targeted skill areas.
The Benchmark Assessment System (BAS) provides insight into students' reading levels, fluency, and comprehension through one-on-one reading assessments, allowing teachers to match instruction and texts to individual needs and promote optimal reading growth.

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.

At Watkins-Nance Elementary, our teachers incorporate the Science of Reading by delivering word recognition instruction that is explicit, systematic, and intentional. In our Pre-K through first grade classrooms, teachers prioritize building strong phonological and phonemic awareness by engaging students in activities that help them hear, segment, blend, and manipulate sounds in spoken words. As students begin to grasp the alphabetic principle, our teachers provide clear, step-by-step phonics instruction, explicitly teaching the connection between letters and sounds. They focus on teaching students to decode words by applying the specific phonics patterns they have learned. Also, they help students build fluency with high-frequency words and support them in mastering irregular words by using orthographic mapping strategies. These strategies link sounds, letters, and meaning together, helping students recognize words quickly and accurately, which leads to automatic word recognition skills.

For students in second through fifth grade at Watkins-Nance, teachers continue this structured and cumulative approach by introducing more complex phonics patterns such as vowel teams, diphthongs, and multisyllabic word decoding. They also weave in morphology instruction by explicitly teaching prefixes, suffixes, and root words to deepen students' decoding and vocabulary skills. Our teachers incorporate fluency-building strategies like repeated reading, choral reading, and one-minute timed CBMs to promote automatic word recognition. We also use reliable assessments that help us screen and monitor word recognition in PreK through 5th grade, the Phonological Awareness Screening Test (PAST), the LETRS Phonics and Word Study Survey, and the Orton-Gillingham Informal Spelling Survey. The PAST helps us pinpoint students' strengths and gaps in phonological awareness skills. The LETRS Phonics and Word Study Survey gives a clear picture of where each student is in their decoding and phonics development, allowing us to tailor instruction to meet the needs of every learner. The Orton-Gillingham Informal Spelling Survey reveals how well students understand and apply spelling patterns, which connect directly to their word recognition and writing skills

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 Watkins-Nance Elementary, universal screening and diagnostic assessment data from the i-Ready Reading Diagnostic are used to identify students who have not yet demonstrated grade-level reading proficiency and to determine whether intervention should focus on word recognition, language comprehension, or both. Based on individual student data, students are placed into tiers of support and receive targeted instruction during our school's daily What I Need (WIN) intervention block.

During the WIN Block, classroom teachers, the reading interventionist/coach, and related arts teachers collaborate to provide additional instructional support through flexible small groups. Tier 1 students who are meeting or exceeding grade-level expectations receive enrichment opportunities to extend their learning. Tier 2 students receive targeted small-group instruction from their classroom teacher based on identified skill deficits, while Tier 3 students receive intensive intervention from the reading interventionist in addition to classroom-based supports.

We use the PAST, LETRS Phonics and Word Reading Survey, and the Orton-Gillingham Informal Spelling Survey to monitor students' phonological awareness, decoding, encoding, and spelling development bi-weekly. Assessment data are used to create and adjust flexible intervention groups based on students' specific skill needs. Our ongoing progress monitoring ensures instruction remains targeted as students demonstrate growth.

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.

We build meaningful connections between school and family by providing parents with ongoing opportunities, resources, and support to help them strengthen reading and writing skills at home. Teachers regularly communicate with families through newsletters and Talking Points to share what students are learning and provide strategies they can use to support their child's literacy development. Parent-teacher conferences offer opportunities for families and teachers to discuss student progress, review assessment data, celebrate growth, and identify specific ways to support reading and writing achievement outside of school. Families also receive student assessment reports, including i-Ready Family Reports, which help them understand their child's performance levels, growth, and next steps for continued learning.

Through events such as Literacy Night, Read to Succeed Night, and Parent University sessions families learn about effective reading and writing practices, participate in interactive literacy activities, and receive materials and resources that can be used at home. Literacy is also incorporated into schoolwide events such as STEM Nights, where students and families engage in hands-on experiences that encourage reading, writing, problem-solving, collaboration, and critical thinking.
To extend literacy learning at home, we provide opportunities for families to build home libraries through Scholastic Book Fairs, book giveaways, classroom reading initiatives, and community literacy partnerships.

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.

Reading data is collected, analyzed, and used regularly to guide instructional decisions and interventions for students in PreK through fifth grade. All students participate in the i-Ready Reading Diagnostic as the school's universal screener, administered multiple times per year to identify student needs, measure growth, and inform instructional planning. Using multiple sources of data, students are placed into appropriate tiers of support to ensure their instructional needs are addressed.

All students receive Tier 1 standards-based core reading instruction in the classroom. Students identified for Tier 2 support receive targeted interventions in addition to core instruction. Progress is monitored bi-weekly through i-Ready Literacy Tasks and teacher anecdotal notes to determine the effectiveness of instruction and the need for adjustments. Students requiring Tier 3 intervention receive intensive, individualized support designed to address significant reading gaps. These students are progress monitored weekly, and an Individualized Reading Plan (IRP) is developed by the classroom teacher in collaboration with reading coach and families. The IRP identifies specific reading goals, intervention strategies, progress-monitoring measures, and planned supports to foster student growth.

At the classroom level, teachers use a variety of data sources to monitor student performance and inform instruction. i-Ready diagnostic reports provide detailed instructional next steps aligned to students' skill deficits and strengths. Teachers also utilize district-created CFAs, i-Ready Personalized Learning pathways, Lexia Core5 usage and data, teacher created assessments, and daily checks for understanding to guide small-group work and individual support.

At the school level, reading achievement and growth data are reviewed regularly during PLC meetings and leadership team discussions. These collaborative data reviews provide opportunities for us to review assessment trends, monitor student progress, and make decisions regarding reading interventions within our Multi-Tiered System of Supports (MTSS).

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.

At our school, new teachers and those who have not yet received Orton-Gillingham training are selected to participate in a five-day professional learning opportunity that equips them with strategies for explicit, systematic, and multisensory literacy instruction. Teachers also participate in

LETRS (Language Essentials for Teachers of Reading and Spelling) training to deepen their understanding of how students learn to read and the research-based instructional practices that support reading achievement.

Additionally, all teachers have received training on the district's structured literacy framework, ensuring a consistent approach to literacy instruction across grade levels. During Guided Planning sessions, grade-level teams collaborate to design lessons that align with the framework and incorporate the gradual release model of explicit instruction. The literacy coach supports implementation through professional development, modeling, co-planning, data analysis, and coaching focused on strengthening instructional practices and improving student outcomes in reading and writing.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• Teachers implement district-approved reading resources with fidelity, supporting explicit instruction, and helping students build strong literacy skills. • Teachers are using Tier 2 interventions to provide focused, evidence-based support that helps students make progress toward grade-level reading expectations. • Through visible learning practices, teachers demonstrate clarity in what they are teaching, helping students to clearly understand learning expectations and success criteria.	• Increase student mastery of grade-level standards through consistent, effective Tier 1 instruction. • Strengthen the Tier 2 intervention process by using progress-monitoring data more consistently to adjust instruction, regroup students, and increase movement toward grade-level proficiency. • Utilize grade-appropriate reading passages and writing rubrics to inform and strengthen writing instruction schoolwide.

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 36.6% to 40% in the spring of 2025-2026.	The goal was to increase the percentage of third-grade students scoring Meets or Exceeds on SC READY from 36.6% to 40%. While the goal was not met, performance increased to 39.2%, representing a 2.6 percentage point gain and demonstrating continued progress toward improved student achievement.
Previous Goal #2: By the end of the 2025-2026 school year, 40% of parents/guardians will participate in a family literacy activity or community engagement event. Evidence will be measured by attendance and participation rosters at each event.	By the end of the 2025-2026 school year, Watkins-Nance successfully met its goal of having at least 40% of parents/guardians participate in a family literacy activity or community engagement event. Attendance and participation rosters from school events demonstrated strong family engagement and active involvement in supporting student learning.
Previous Goal #3: 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.	Although improvements in writing instruction were observed, the targeted 10% increase in student writing proficiency was not achieved, as measured by BOY and EOY MVPA TDW data.

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 39.2 % to 43 % in the spring of 2027.	• Provide targeted intervention and progress monitoring for students performing below proficiency. • Increase opportunities for students to engage with complex texts and evidence-based writing. • Use common assessments and rubrics to ensure consistency in instruction and monitor progress toward standards mastery. • Facilitate ongoing professional learning and coaching focused on effective Tier 1 instruction, formative assessment practices, and data-driven decision-making.
Current Goal #2 By the end of the 2026–2027 school year, the percentage of students scoring Meets/Exceeds in ELA (3-5) will increase from 42.6% to 50%, as projected by i-Ready.	• Use the daily WIN block to provide targeted Tier 2 and Tier 3 reading intervention. • Increase students' opportunities to engage with complex texts and evidence-based writing during Tier 1 instruction. • Use district Common Formative Assessments and shared rubrics to keep instruction consistent and track progress toward standards mastery. • Hold weekly guided planning and PLC meetings where teams analyze i-Ready and CFA data and adjust instruction. • Provide monthly PLOs on explicit instruction and Visible Learning: clear learning intentions, success criteria, modeling, guided practice, formative assessment, and feedback.

	• Carry out classroom walkthroughs and instructional coaching cycles led by the Reading Coach and CRT, with modeling and feedback tied to Tier 1 reading instruction. • Review i-Ready reading data every quarter at ILT and PLC meetings, then regroup students and adjust interventions based on what the data shows. • Hold individual student data conferences so students set goals and track their own growth.
Current Goal #3: 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