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
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 10
- How many teachers in your school are beginning Volume 1 of LETRS this year? 4
- How many teachers in your school are beginning Volume 2 of LETRS this year? 1
- How many CERDEP PreK teachers in your school have completed EC LETRS? 4
- How many CERDEP PreK teachers 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 Bradley Elementary, reading instruction and assessment are integral components of daily teaching and learning. Instruction, assessment, and progress monitoring work together to help teachers identify students' strengths, determine areas of need, and make informed instructional decisions. Programs and resources such as Orton-Gillingham, Lexia Core5, Wonders, and i-Ready support the teaching and assessment of essential literacy skills, including oral language, phonological awareness, phonics, fluency, vocabulary, word recognition, and reading comprehension.

Oral language development is intentionally supported through classroom discussion, teacher modeling, questioning, collaborative conversations, read-alouds, and opportunities for students to explain their thinking using academic vocabulary. These experiences strengthen students' listening and speaking skills and build the language knowledge necessary for reading comprehension and written expression.

Orton-Gillingham provides a structured, systematic, and multisensory approach to literacy instruction. Skills and concepts are explicitly taught, intentionally reviewed, and continuously reinforced as students progress toward mastery. Daily word study provides opportunities for students to strengthen phonological awareness, phonics, decoding, spelling, and fluency while developing vocabulary and word knowledge. In the upper grades, morphology serves as an important component of word study, with an emphasis on Greek and Latin roots, prefixes, suffixes, and other meaningful word parts.

Lexia Core5 further supports literacy development by providing adaptive practice and ongoing assessment and progress-monitoring data. Teachers and interventionists use i-Ready Reading data to identify student needs, plan targeted instruction, and implement reading interventions. The district's

ELA Common Formative Assessments provide additional opportunities for students to demonstrate their understanding of vocabulary, morphology, word analysis, and comprehension.

The Wonders literacy curriculum provides opportunities for students to engage with grade-level literary and informational texts while developing fluency, vocabulary, comprehension, oral language, and written response skills. Together, these instructional resources, assessments, and evidence-based practices provide a comprehensive approach to literacy instruction. By intentionally connecting explicit instruction, assessment, progress monitoring, intervention, and grade-level standards, Bradley Elementary provides students with structured literacy experiences designed to build the foundational and language-comprehension skills necessary to become increasingly proficient and independent readers.

**Section B:** Document how Word Recognition assessment and instruction for PreK-5$^{th}$ grade students are further aligned to the science of reading, structured literacy and foundational literacy skills.

Bradley Elementary embraces the district's commitment to the Science of Reading by providing explicit, systematic, and structured literacy instruction within the ELA block. The Wonders curriculum supports instruction in essential foundational skills, including phonemic awareness, phonics, decoding, and word analysis.

Teachers use multiple assessment tools, including i-Ready, Orton-Gillingham assessments, Literacy Task assessments, running records, Mastery Connect, and teacher-created assessments to identify student strengths and areas requiring additional support. All first graders are assessed in iReady's Word Recognition. i-Ready My Path further supports this process by providing targeted practice based on student performance. Assessment data are used to guide instructional decisions, form flexible small groups, and provide targeted instruction in foundational reading skills.

Across PreK–5, instruction progresses from phonological and phonemic awareness and sound-symbol relationships to increasingly complex decoding, spelling, word analysis, and morphology. This progression supports students in developing accurate and automatic word recognition necessary for fluent reading and comprehension.

Through ongoing assessment, progress monitoring, and responsive small-group instruction, teachers can identify skills requiring reteaching or reinforcement and adjust instruction accordingly. This intentional, data-driven approach ensures that students receive targeted literacy support aligned with their individual needs and the principles of the Science of Reading.

**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 Bradley Elementary, the process for identifying PreK through fifth-grade students who may require targeted reading intervention begins with universal screening. i-Ready Reading is administered at the beginning, middle, and end of the school year, with additional opportunities for progress monitoring between assessment windows. Universal screening data help educators identify students who are not meeting grade-level reading benchmarks and may require additional support.

Students performing below established benchmarks are considered for additional diagnostic assessment to determine the specific source of reading difficulty. Teachers analyze available diagnostic and classroom data, including i-Ready diagnostic results, Literacy Tasks, running records, and foundational skills assessments, to determine whether a student's primary need is related to word recognition, including phonological awareness, phonics, decoding, and automatic word reading, or language comprehension, including vocabulary, background knowledge, and comprehension. These data help teachers determine the appropriate instructional pathway and targeted intervention.

Bradley Elementary triangulates data from i-Ready, Literacy Tasks, and running records to develop a comprehensive understanding of each student's reading strengths and needs. These multiple data sources inform instructional decisions and help determine the appropriate level and type of intervention. Through the Multi-Tiered System of Supports (MTSS), students receive differentiated, targeted instruction based on their identified needs, with ongoing progress monitoring used to evaluate their response to intervention and guide adjustments to instruction.

**Tier 1: Universal Instruction**: All students receive high-quality, evidence-based reading instruction in the general education classroom. This tier includes regular monitoring of progress to ensure all students are making adequate gains.
**Tier 2: Targeted Interventions** We provide targeted small group interventions in addition to the core reading instruction for students identified as at-risk based on screener and diagnostic data. These interventions focus on specific areas of need, such as phonemic awareness, decoding, or vocabulary development. Typically, targeted intervention groups consist of 4-5 students and take place in the classroom alongside the classroom teacher.
**Tier 3: Urgent Interventions**: Students who fail to respond adequately to Tier 2 interventions are provided with more intensive, individualized support. Urgent intervention groups are typically composed of 1-3 students and occur with a reading interventionist, or specialized programs designed to address significant deficits in reading skills.

Students who demonstrate insufficient progress after receiving Tier 3 interventions may be referred to the MTSS Team for additional review and support. The team may include school administration, the classroom teacher, interventionist, district consultants, and the student's parent or guardian. Based on a comprehensive review of student data and response to intervention, the team determines appropriate next steps. These may include increasing the frequency or intensity of intervention, providing additional classroom-based or individualized support, implementing an alternative research-based intervention, or considering a comprehensive evaluation.

The integration of universal screening, diagnostic assessments, targeted intervention, and ongoing progress monitoring within Bradley Elementary's MTSS framework ensures that students receive support aligned with their individual literacy needs. By consistently analyzing student performance and adjusting interventions accordingly, educators provide a responsive, data-driven approach to reading instruction designed to strengthen literacy skills and support students in achieving grade-level 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.

Bradley Elementary provides multiple opportunities to help parents and caregivers understand how they can support their child as a reader and writer at home. The school's approach includes family literacy activities, access to books and literacy resources, regular communication regarding grade-level expectations, student assessment information, parent-teacher conferences, and individualized outreach.
The Parent Engagement Specialist supports students in PreK through fifth grade by increasing access to books for at-home reading and coordinating family engagement opportunities throughout the school year. Literacy is intentionally incorporated into family events by providing families with books, literacy resources, and practical strategies they can use to support reading and writing at home. Families are encouraged to establish regular reading routines, discuss books with their children, ask questions before, during, and after reading, build vocabulary through conversation, and provide opportunities for children to write for authentic purposes.
Family engagement opportunities occur throughout the school year, including Open House, school and community events, the Winter Concert, the school play and Pop-Up Library, Doughnuts for Dad, and Muffins for Mom. Book giveaways and literacy resources connected to these events increase students' access to reading materials and provide families with opportunities to reinforce literacy beyond the school day.
Teachers further strengthen the home-school connection through weekly communication using S'more. Classroom newsletters keep families informed about the standards, skills, and learning expectations currently being taught so that parents can reinforce learning at home. Families also receive student performance information from i-Ready and SC READY to help them understand their child's academic strengths, areas for growth, and progress toward grade-level expectations.

Parent-teacher conferences provide additional opportunities for teachers and families to discuss student reading and writing progress, establish goals, and identify strategies for continued growth. In collaboration with the Parent Engagement Specialist, the school social worker provides additional outreach to families who may be unable to participate in school-based activities and helps identify barriers and appropriate supports.
Through family literacy opportunities, access to books, ongoing communication, assessment information, individualized outreach, and parent-teacher conferences, Bradley Elementary works to ensure that families have the knowledge, resources, and strategies needed to actively support their child's development as a reader and writer.

**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-5$^{th}$ grade intervention based on all available data to ensure grade-level proficiency in reading.

Bradley Elementary systematically monitors reading achievement and growth through ongoing assessment, data analysis, targeted instruction, and intervention. During weekly Professional Learning Community (PLC) meetings, teachers analyze multiple sources of data, including i-Ready, Literacy Tasks, MasteryConnect, district assessments, and common formative assessments. Data are used to identify student strengths and areas of need, develop flexible instructional groups, plan targeted reteaching, and monitor progress toward grade-level mastery.

Beginning-of-year i-Ready data establish baseline performance and help identify students who may require additional support, including participation in the Comprehensive Remediation Program. Students identified for additional support are regularly progress-monitored using Literacy Tasks to evaluate growth and guide instructional decisions. Students who score as "Conservative" are monitored bi-weekly and students who score "Remediation" are monitored weekly. All students are progress monitored using iReady at the beginning of the year, middle of the year and end of the year.

In the early grades, structured literacy practices aligned with Orton-Gillingham methodology and the science of reading support the development of foundational reading skills. The Phonological Awareness Skills Test (PAST) is used to identify needs in areas such as concept of spoken word, rhyming, syllables, and phonemic awareness. Results guide targeted instruction in phonological awareness, phonics, high-frequency words, and other essential literacy skills.

At the school level, administration, the reading coach, interventionists, and teacher teams review reading achievement and growth data to identify grade-level and schoolwide trends. Data from universal screening, classroom assessments, progress monitoring, and intervention are reviewed during PLCs and schoolwide data-analysis processes to determine whether instructional practices and interventions are producing the expected results. These reviews are used to identify students requiring additional support, determine adjustments to intervention groups and instructional intensity, and identify professional learning or instructional support needed across grade levels.

Reading intervention follows a **"catch and release" model**, in which identified students receive an additional 30 minutes of intensive, small-group instruction targeting specific skill needs. Student progress is monitored throughout the intervention cycle, and students are released from intervention when data demonstrate sufficient growth and mastery of targeted skills. Students requiring continued support receive adjusted instruction and ongoing intervention based on progress-monitoring 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.

Teacher efficacy is one of the most critical factors in supporting student success. In alignment with district expectations, Bradley Elementary places a strong emphasis on high-quality professional learning to ensure teachers are equipped with the knowledge, skills, and evidence-based practices needed to provide effective literacy instruction.

Bradley Elementary provides professional learning in a variety of formats, with a continued focus on the Science of Reading, structured literacy, and foundational literacy skills. Teachers receive ongoing support through guided planning sessions and Professional Learning Communities (PLCs) in ELA. During these collaborative sessions, the reading coach and teachers analyze standards, engage in backward planning, and identify evidence-based strategies for initial instruction and reteaching. Teachers also receive guidance on effectively implementing district-approved instructional resources with fidelity and purpose.

Monthly Professional Learning Opportunities (PLOs) further strengthen literacy instruction by incorporating LETRS (Language Essentials for Teachers of Reading and Spelling) training for teachers who have not yet completed the program. This intensive professional learning is grounded in the Science of Reading and deepens teachers' understanding of structured literacy and effective reading instruction. Teachers engage in focused modules and maintain an online classroom portfolio to support the application of their learning.

Bradley Elementary also utilizes Orton-Gillingham practices to provide an intentional, explicit, and systematic approach to word study. Building upon the district's initial training, the school provides continued support through videotaped lessons, peer-to-peer collaboration, instructional modeling, and coaching. This approach emphasizes multisensory instruction and systematic skill development, particularly in decoding and other foundational literacy skills.

Collectively, these professional learning opportunities reinforce the district's commitment to the Science of Reading while building teacher capacity and confidence. Through ongoing training, collaboration, modeling, and coaching, Bradley Elementary works to ensure that evidence-based literacy practices are implemented accurately and consistently, ultimately strengthening instruction and improving outcomes for all students.

## Section G: Analysis of Data

| Strengths | Possibilities for Growth |
|---|---|
| • Teachers use the South Carolina College and Career Ready Standards when planning instruction.<br>• Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs.<br>• The teachers routinely administer the universal screener and progress monitor.<br>• Bi-weekly PLCs and Guided Planning occur to review data.<br>• 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.<br>• Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters. | • Strengthen teachers' use of universal screening, diagnostic, and progress-monitoring data to identify specific reading skill deficits and provide targeted individual and small-group intervention during the designated 30-minute intervention block in addition to the daily reading and writing instructional block.<br>• Increase consistency and fidelity in the implementation of structured literacy practices across PreK–5, including continued development and application of LETRS and Orton-Gillingham practices.<br>• Strengthen Tier 1 explicit instruction through consistent use of clear learning intentions and success criteria, intentional teacher modeling, guided practice, formative assessment, and effective feedback.<br>• Increase the consistent use of reading and writing conferences to provide students with specific feedback and actionable next steps while monitoring reading and writing engagement and volume.<br>• Strengthen the use of PLCs and Guided Planning to analyze student work and assessment data, evaluate the effectiveness of instructional responses, and determine timely reteaching and intervention needs. |

**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: Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 48.9 % to 51.3 % in the spring of 2026. | **NOT MET**<br><br>The goal was to increase the percentage of third-grade students scoring Meets or Exceeds on SC READY ELA from 48.9% in spring 2025 to 51.3% in spring 2026. In spring 2026, 44.8% of third-grade students scored Meets or Exceeds. This represents a 4.1 percentage-point decrease from the previous year and performance of 6.5 percentage points below the established goal.<br><br>Although the goal was not met, the school implemented multiple Tier 1, Tier 2, and Tier 3 strategies, including standards-based planning, reading and writing conferences, data-driven small-group instruction, Guided Planning, PLC data analysis, progress monitoring, extended learning opportunities, and professional learning. Analysis of the results indicates a continued need to strengthen Tier 1 explicit instruction, ensure that intervention is directly aligned to identified student skill deficits, and consistently use progress-monitoring data to adjust instruction and intervention.<br><br>**TIER 1:**<br>• Deconstructed standards with academic leadership.<br>• Conducted reading and writing conferences focused on providing teaching points and student action steps with each student.<br>• Created and administered small group strategy/skill lessons based on data and district units of study. |

| | |
|---|---|
| | • Participated in bi-weekly Guided Planning and bi-weekly PLCs with leadership to engage in Data Meetings providing dialogue and action steps using student data.<br>• Explicitly taught the literacy skills and strategies of reading, writing, listening, and speaking to engage students in all content areas.<br>• Teachers received PLOs provided by the Reading Coach.<br>• Teachers received PLOs from Caroline Savage, a consultant.<br><br>**TIER 2 & 3:**<br><br>• Conducted and analyze reading and/or running records monthly to progress monitor students' reading levels and reading behaviors.<br>• Attended Academic Leadership Team research-based PLOs focused on intervention strategies and best practices.<br>• Created and implement practices ensuring students access to a variety of appropriate texts for students (genres, levels, and students' choice).<br>• Provided extended learning opportunities for struggling readers supported by systems such as RISE/RISE UP, Lexia, & Raz-Kids.<br>• Bi-Weekly Grade Level Led PLC with leadership.<br>• Documented Conferring with students.<br>• Documented Progress Monitoring.<br>• Maintained Literacy Assessment Portfolios.<br>• Teachers created small groups based on data.<br>• Teachers set up a conferring schedule for assessment. |

| | |
|---|---|
| | • Teachers noticed, taught, and prompted for strategic reading behaviors by providing effective feedback through routine reading conferences.<br>• Teachers received PLOs provided by the Reading Coach.<br>• Teachers brought running records to PLCs for analysis once every nine weeks for data analysis. |
| Previous Goal #2: By spring 2026, 100% of third graders will participate in the Lunch Buddy Program with our faith-based partner, Eastminster Church, to support academic achievement in literacy. | **MET**<br>By spring 2026, 100% of third-grade students participated in the Lunch Buddy Program with Eastminster Church. Each student was partnered with an adult buddy, students were provided books for reading, and participation was documented through Raptor. The partnership provided students with additional opportunities to engage in literacy experiences with a supportive adult. |
| 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. | **NOT MET**<br>• Utilized SC State Standards to explicitly teach the literacy skills and strategies of reading, writing, listening, and speaking to engage students in all content areas.<br>• Conducted a teacher surveys on current writing instructional practices and knowledge of the Writing Rope and Visible Learning strategies.<br>• Analyzed previous year's student writing data to establish baseline proficiency levels.<br>• Writing modes (narrative, informational, opinion)<br>• Visible Learning strategies (learning intentions, success criteria, feedback) |

| | |
|---|---|
| | • Provided coaching cycles, model lessons, and guided planning. · Provided resources, exemplars, and anchor charts teachers can use in classrooms.<br>• Conducted Professional Learning Communities (PLC) meetings to review data and student work. |

**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 |
|---|---|
| Increase Current Goal #1 (Third Grade Goal): Increase the percentage of third-grade students scoring Meets or Exceeds on SC READY ELA from 44.8% in spring 2026 to **49.8% in spring 2027**. | • Deconstruct priority ELA standards through Guided Planning and PLCs to ensure alignment among standards, instruction, tasks, and assessment.<br>• Implement explicit Tier 1 literacy instruction that includes clear learning intentions and success criteria, teacher modeling, guided practice, formative assessment, and effective feedback.<br>• Use i-Ready, classroom assessments, running records, Literacy Tasks, and common formative assessments to identify individual student strengths and skill deficits.<br>• Create flexible small groups based on current student data and provide targeted instruction aligned to identified needs. |

| | |
|---|---|
| | • Provide Tier 2 and Tier 3 intervention in addition to core reading instruction for students identified through screening, diagnostic, and progress-monitoring data.<br>• Progress monitor students receiving intervention and use results during PLC/data meetings to determine whether instruction should be continued, intensified, adjusted, or discontinued.<br>• Conduct reading and writing conferences that provide students with specific teaching points, feedback, and actionable next steps.<br>• Provide ongoing professional learning, coaching, modeling, and collaborative planning focused on evidence-based literacy practices and identified student needs. |
| Current Goal #2: By spring 2027, the percentage of students performing at or no more than one grade level below in reading, as measured by i-Ready, will increase from 64% to 70%. | • Analyze i-Ready data to identify student strengths and priority reading needs.<br>• Provide targeted literacy instruction and intervention based on diagnostic and school-based assessment data.<br>• Partner with Eastminster Church to implement literacy-focused Lunch Buddy sessions for fourth grade students.<br>• Provide Lunch Buddies with leveled books and structured, engaging literacy activities aligned with student needs.<br>• Maintain participation records. |

| | |
|---|---|
| | • Monitor student reading progress throughout the year and adjust instructional supports based on assessment results. |
| Current Goal #3:<br>By the end of the 2026–2027 school year, 100% of PreK–5 teachers will participate in monthly professional learning focused on explicit instruction and Visible Learning practices, including clear learning intentions, success criteria, intentional modeling, guided practice, formative assessment, and effective feedback.<br><br>Implementation will be monitored through classroom walkthroughs, coaching cycles, collaborative planning, and PLCs. As a result of strengthened Tier 1 instructional practices, students will demonstrate at least a 10-percentage-point increase in proficiency from the established beginning-of-year baseline to the end-of-year measure on the identified schoolwide assessment(s). | **Action Steps Pre-K-5:**<br><br>• Provide monthly professional learning focused on explicit instruction and Visible Learning practices.<br>• Develop and share instructional resources, models, and exemplars.<br>• Conduct classroom walkthroughs to monitor implementation and identify areas requiring additional support.<br>• Provide instructional coaching, modeling, and feedback based on observed needs.<br>• Use PLCs and Guided Planning to analyze student work, formative assessment data, and instructional effectiveness.<br>• Analyze student achievement data quarterly to monitor progress toward the established goal and adjust instructional supports. |