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? 6
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 41
- 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? 6
- How many CERDEP PreK teachers in your school have completed EC LETRS? 2
- 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.

- The iReady diagnostic is administered three times a year (fall, winter, and spring) to pinpoint each student's instructional level in the reading domains of phonological awareness, phonics, vocabulary and comprehension. The Individual Development and Growth Indicators (IGDIs) is administered to our PreK students in the fall, winter, and spring. The iReady program creates an individualized learning plan within each domain based on each student's needs that adapts and builds as they progress through the program showing mastery. Student deficits are then targeted within small group instruction and intervention. Teachers utilize Savvas Reading Routines, Heggerty, UFLI, FCRR, and the iReady toolbox to plan and facilitate this differentiated instruction. Students in grades 3-5 who are identified with reading deficits also participate in Read 180 for direct and explicit instruction/intervention that addresses both phonics, phonological awareness, vocabulary and listening and reading comprehension. For core reading instruction, our school is implementing Savvas myView (K-5) as our state adopted HQIM. Data from the weekly lessons, and standards based formative assessments of listening comprehension, phonological awareness, phonics, vocabulary and reading comprehension provide additional and ongoing monitoring of student progress and mastery. PK- 5th grade teacher curriculum teams collaborate monthly to unpack unit ELA standards for all domains, as well as develop and analyze common unit assessments for ELA using our HQIM through Savvas myView.

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.

- Word Recognition instruction and ongoing assessment is administered daily through direct core classroom instruction as well as explicit small group instruction. Daily core instruction implemented through Savvas myView includes phonics, phonemic awareness, and fluency activities. Savvas decodable readers and lexile-leveled readers are also used as an opportunity for students to practice phonics and decoding skills. During Tier 1and Tier 2 instruction, teachers are utilizing a sound wall in their classrooms to support the foundational literacy skills of

decoding and encoding instruction. A sound wall has been provided to our teachers and training for sound wall implementation is being provided. K-1 teachers are building the sound walls as they teach the skills and 2-5 has a sound wall already completed and available for all students to reference. Teachers also utilize UFLI, FCRR, and Heggerty resources in addition to the Savvas myView components in an effort to support students' skills in these areas during small group instruction. Read 180 students in grades 3-5 also benefit from additional instruction utilizing CODE, the phonics and foundational skills component of their program which is aligned with the Science of Reading. Students within CODE complete the Phonics Screening Assessment to determine the most significant areas of weakness in order to place them in the correct component. All students within Read180 are placed within the system, phonics and foundational skills or comprehension, utilizing multiple assessment data points.

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.

- iReady diagnostic results determine a personalized learning platform for individual students in K-5th grade based on their individual needs known as My Path. Students work on assignments within their pathway on a daily basis for a minimum of 10 minutes for a weekly target of 45 minutes. Teachers also analyze Savvas formative and summative assessment data to identify students' instructional needs to form groups for core instruction as well as targeted, intensive small group intervention. PreK teachers use anecdotal data along with universal screeners to determine core and small group instruction as well. K5-5th grade teachers are also beginning to implement the addition of the PAST and Phonics and Word Reading Surveys provided in LETRS training to target specific literacy interventions and provide next steps for students specifically in foundational instruction. Read 180 uses a screener to test 3rd-5th grade students identified by iReady data as two grade levels or below in reading to determine which platform, foundational skills or comprehension, is needed to to address their reading deficits during intervention (WIN Time). Students in grades 2-5 are identified and grouped based on their needs and teachers then can provide targeted WIN enrichment or intervention based on needs.

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.

- MES communicates with parents in a variety of ways to aid parents in helping support students at home. Teachers communicate individually with parents through the ParentSquare platform to send weekly newsletters, and weekly folders that include graded papers as well as extra skills practice and decodable readers/leveled readers for students to read at home. Teachers provide the iReady Diagnostic Report for Families which is a detailed overview of their child's academic performance that highlights strengths and areas of weakness and growth opportunities. These reports aid families in understanding what areas to focus on at home. Teachers also have face-to-face parent conferences where data is shared, parents share concerns and/or questions, teachers discuss a child's progress, etc. By employing a multifaceted approach that includes ParentSquare, iReady Diagnostic Reports, and parent conferences we strive to create a seamless partnership between the school and the 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.

- Progress monitoring at MES is intentional and ongoing in order to determine the effectiveness of interventions being provided as well as the need to necessitate additional remediation and fluid groups to meet the needs of all students. Teachers and literacy coaches use the iReady Diagnostic, PAST and the Phonics and Word Reading Surveys, as well as classroom data to determine students' need for intervention or enrichment. MES implements a 90 minute block of time referred to as WIN (What I Need) time for all grade levels where students participate in targeted intervention groups, enrichment groups, and Read 180 groups led by classroom teachers, special education teachers, and interventionists. Once the groups have been formed based on the multiple data points, teachers use systematic and researched based materials to deliver the targeted and research based instruction. Throughout the instruction progress monitoring is completed and documented in order to determine each student's level of mastery and appropriate next steps. The resources used at MES include Savvas MyView Interventions, iReady Tool Box lessons, UFLI, Heggerty, and FCRR. Administrators and the literacy coach plan and lead collaborative MTSS PLCs monthly where teachers discuss individual student needs, concerns, and progress. Data is collected and analyzed for discussion during these collaborative sessions in order to determine next steps going forward to provide necessary support and interventions in order to help students achieve grade-level reading proficiency and standards mastery.

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.
We are providing teacher training based in the science of reading, structured literacy, and foundational literacy skills in a variety of ways, including:

- School-wide LETRS K-5
- Extended planning to support LETRS coursework and Bridge to Practice tasks
- Curriculum Development Teams–intentional release time for teacher leaders from each grade level and school with a goal of gaining clarity of ELA Standards and Savvas HQIM Curriculum teams will engage in unit and lesson internalization process with HQIM
- Peer observations, coaching, and model lessons during foundations block and WIN time for Tier 2 and Tier 3
- Peer observations, coaching, and data analysis with the Read180 team from our HMH Read180 Specialist and our lead instructional coach
- Literacy coach attending regional virtual meetings with SDE Literacy Specialists and Literacy Coach colleagues
- Literacy coach conducts classroom walkthroughs to identify literacy trends as well as leading PLCs focusing on implementation of soundwalls and LETRS support.

Section G: Analysis of Data

Strengths	Possibilities for Growth

• SCReady Data
  ○ The percentage of third graders scoring Does Not Meet in the spring of 2026 was 11.3% which was a decrease of 2.1%. from the Spring of 2025.
 	
• iReady Data
  ○ The percentage of students scoring 2 or more grade levels below according to the iReady Diagnostic decreased from 17% in the fall to 8% in the spring.
  ○ The percentage of K-5 students scoring 2 or more grade levels below in informational text comprehension in the fall of 2025 significantly decreased from 15% to 7% in spring of 2026
  ○ The percentage of students scoring 2 or more grade levels below in the domain of phonics decreased from 22% in the fall to 8% in the spring.
  ○ The percentage of students scoring 2 or more grade levels below in the domain of vocabulary decreased from 20% in the fall to 10% in the spring.
  ○ The percentage of students scoring at or above grade level increased from 33% in the fall to 66% in the spring.
	• SCReady Data
	  ○ While our third grade students made growth towards the goal set last year, an area of growth will be to continue reading instruction and intervention to continue to decrease the percent scoring Does Not Meet to 10%.
	  ○ Students in grades 3-5 will continue to make progress toward the State goal of 75% meets and exceeds on SC Ready.
	
	• iReady Data
	  ○ The percentage of 3-5 students scoring on or above grade level in informational text comprehension was 57%.
	  ○ The percentage of K-2 students scoring on or above grade level in vocabulary was 67%. and informational text comprehension was 70%.

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 the spring of 2025 as determined by SC READY from 56.7 % to 60 % in the spring of 2026.	We exceeded our goal of 60% meets or exceeds for third grade SC Ready scores. In the spring of 2026, 71% of third grade students scored Mets or Exceeds. Progress made toward this goal would be attributed to the implementation of HQIM in Tier 1 instruction as well as targeted WIN groups to provide differentiated reading instruction in Tier 2.
Previous Goal #2: Reduce the percentage of K-2 students scoring 1 or more grade levels below in text comprehension in the spring of 2025 as determined by iReady Diagnostic from 31% to 25% in the spring of 2026.	We made progress towards our goal by reducing the percentage of Kindergarten through second grade students scoring 1 or more grade levels below in informational text comprehension in the spring of 2026. 26% of students scored 1 or more grade levels below as determined by iReady Diagnostic in the spring of 2026.
Previous Goal #3: Reduce the percentage of 3-5 students scoring 1 or more grade levels below in text comprehension in the spring of 2025 as determined by iReady Diagnostic from 41% to 30% in the spring of 2026.	We exceed our goal by reducing the percentage of third through fifth grade students scoring 1 or more grade levels below in informational text comprehension in the spring of 2026. 26% of students scored 1 or more grade levels below as determined by iReady Diagnostic in the spring of 2026.

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 2025 as determined by SC READY from 70% to 73 % in the spring of 2027.	• Use multiple sources of data to monitor student learning and adjust instruction to better meet the needs of all students. • Continue to enhance teacher clarity and vertical alignment of SCCRS in ELA through targeted work in weekly PLC (Professional Learning Communities). • Strengthen Tier 1 by implementing the state adopted HQIM, Savvas MyView. • Work towards a strong core instructional model based on Science of Reading with tools such as the sound wall implemented district-wide. • Increase student access to diverse texts through increased use of the classroom and the school library. • Implement personalized interventions to address individual learning needs of students, including evidence-based interventions such as Read180, iReady personalized instruction software through WIN, a daily intervention time. • Continue to analyze standards to ensure they are being taught to meet the intent and rigor at each level (vertical articulation) with increased focus on cross grade level planning.

	● Continue to increase the use of predictable structures to foster student-driven inquiry. ● Continue to decrease teacher "talk time" in order to increase student time for application and exploration. ● Continue to increase teacher and student collaboration to set short-term goals to include development of SMART goals based on data review. ● Increased focus and time spent on lesson internalization of Tier 1 Savvas myView as well as targeted intervention. ● Continue to work on development and implementation of district wide common curriculum and assessments aligned to SCCRS and the Science of Reading. ● The literacy coach and teachers collaborate together as grade levels as well as across grade levels to plan instruction that intentionally integrates the state standards and SCDE support resources (ie- vertical progression, glossary, vocabulary, etc) with the adopted HQIM Savvas myView materials to strengthen tier 1 instruction. ● Learning walks with admin and other literacy coaches using a common observation tool in Classroom Mosaic to learn and monitor fidelity of Savvas ● Coaching cycles will be conducted using co planning, co teaching, modeling and peer observations to help implement Savvas Myview structures using Classroom Mosaic data to identify areas of focus.
<u>Current Goal #2:</u> Reduce the percentage of K-2 students scoring 1 or more grade levels below in text comprehension in the spring of 2027 as determined by iReady Diagnostic from 27% to 25% in the spring of 2027.	● Use multiple sources of data to monitor student learning and adjust instruction to better meet the needs of all students within the informational text domain. ● Use instructional grouping reports from iReady to provide tier 2 differentiated instruction. ● Increase student access to diverse texts through increased use of the classroom and the school library. ● Implement personalized interventions to address individual learning needs of students. ● Continue to implement WIN, a daily, dedicated 45 minute intervention time using researched based materials to provide systematic reading instruction.

	• Large blocks of time for literacy instruction are protected and provided daily along with built-in WIN (What I Need) time for interventions. • Explicit Phonics instruction in K-2 • Implementation of research based instruction into Special Education classrooms to address underperforming subgroup of SWD • Grade level PLC's meet weekly with a focus on planning units of instruction, creating common assessments and analyzing assessment outcomes using state standards and support document resources. • Literacy development opportunities provided for parent involvement that include parent conferences and weekly newsletters. • Full time Literacy Coach, Instructional Coach and Read180 teachers collaborating with teachers to best meet the needs of all students. • Use the five components of literacy instruction throughout our ELA instruction. • Access to a book room, literacy coaches, and needs based computer assisted instruction (iReady). • Targeted and differentiated intervention groups across grade levels to provide targeted instruction in informational text based on student's possible areas of growth. • Implementation of LETRS training for all K-5 classroom teachers, Read 180, SPED and Administrators.
<u>Current Goal #3:</u> Reduce the percentage of 3-5 students scoring 1 or more grade levels below in text comprehension in the spring of 2026 as determined by iReady Diagnostic from 28% to 25% in the spring of 2027.	• Use multiple sources of data to monitor student learning and adjust instruction to better meet the needs of all students within the informational text domain. • Use instructional grouping reports from iReady to provide tier 2 differentiated instruction. • Increase student access to diverse texts through increased use of the classroom and the school library. • Implement personalized interventions to address individual learning needs of students, including evidence-based interventions such as Read180. • Continue to implement WIN, a daily, dedicated 45 minute intervention time. • Large blocks of time for literacy instruction are protected and provided daily along with built-in WIN (What I Need) time for interventions.

	● Explicit Phonics instruction in K-2 ● Read 180 provided for 90 minutes daily to 45 identified students in Grades 3-5 by a full time teacher, along with an additional 15 students receiving Read180 instruction by another trained teacher as well as our special education students to provide explicit instruction in targeted areas of both foundational and informational text comprehension skills. ● Implementation of research based instruction, such as Read 180, into Special Education classrooms to address underperforming subgroup of SWD ● Grade level PLC's meet weekly with a focus on planning units of instruction, creating common assessments and analyzing assessment outcomes using state standards and support document resources. ● Literacy development opportunities provided for parent involvement that include parent conferences and weekly newsletters. ● Full time Literacy Coach, Instructional Coach and Read180 teachers collaborating with teachers to best meet the needs of all students. ● Use the five components of literacy instruction throughout our ELA instruction. ● Access to a book room, instructional coaches, and needs based computer assisted instruction (iReady). ● Targeted and differentiated intervention groups across grade levels to provide targeted instruction in informational text based on student's possible areas of growth. ● Implementation of LETRS training for all K-5 classroom teachers, Read 180, SPED and Administrators.