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? 3
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 32
- 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? 4
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? 0
- 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.

Reading assessment and instruction for all students have the components of oral language, phonological awareness, phonics, fluency, vocabulary and comprehension. This is addressed through our adopted curriculum, built on the science of reading principles, in alignment with the South Carolina College and Career Ready ELA Standards. Teachers use activities like sound identification, rhyming games, and syllable counting to assess students' phonological awareness. Screening tools or formal assessments are used to identify students struggling with sound manipulation. Phonics assessments (SIPPS) might include decoding exercises, where students read words, non-words, or sentences aloud to demonstrate their ability to apply phonics rules. Progress monitoring is key to ensure mastery of phonics skills over time. Fluency is typically assessed by having students read aloud from grade-level texts, with teachers noting accuracy, rate (words per minute), and prosody (expression). Fluency checks are regularly conducted to ensure students can read smoothly and focus on comprehension. Vocabulary knowledge is assessed through quizzes, word maps, discussions, and the use of vocabulary in writing and speech. Teachers monitor whether students can infer word meanings from context and use new vocabulary appropriately comprehension instruction involves teaching strategies for understanding, interpreting, and analyzing texts. These strategies include predicting, summarizing, questioning, making inferences, and identifying main ideas and details. Teachers use a variety of genres to expose students to different types of texts.

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 assessment and instruction for PreK-5th grade students are further aligned to the science of reading, structured literacy, and foundational literacy skills in a variety of ways that support the diverse needs of students. Our curriculum and supporting materials, in alignment with

state requirements and standards, are grounded in evidence-based programs and practices that emphasize developing the skills of phonological and phonemic awareness, crucial for moving students from the pre-alphabetic phase to the partial alphabetic phase to full alphabetic word recognition phase and beyond. The school implements systematic and explicit phonics instruction, focusing on spelling-sound correspondences and decoding and encoding polysyllabic words. Instruction also includes teaching sight words and irregular high-frequency words using explicit strategies, such as the "spell-out" routine, to strengthen phoneme-grapheme connections and support orthographic mapping. Teachers use ongoing assessments and mastery checks to guide instruction, monitor student progress, scaffold learning, and differentiate support. Small-group reading sessions provide opportunities for personalized learning, ensuring that each child receives instruction tailored to their current level of skill development. Decodable texts aligned with phonics instruction provide meaningful, connected reading practice to build fluency and automaticity. Students also apply these strategies during individualized daily reading, reinforcing skill transfer to authentic texts. The programs also integrate literacy with social learning, helping students build communication skills, confidence, and a sense of classroom community. These components ensure instruction is responsive, cumulative, and diagnostic, meeting the needs of all learners while remaining fully aligned to the science of reading, structured literacy, and foundational literacy frameworks.

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.

The school utilizes the MTSS framework and model to assess and support students who have not demonstrated grade-level reading proficiency. This system integrates universal, interim, and diagnostic assessments to create individualized intervention pathways, ensuring all students receive the support they need to improve their reading skills. The process involves tools like SC Ready, SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), CBMs, iReady, and teacher input to assess student progress and guide instructional decisions.

SC Ready:

- SC Ready provides state-wide assessments aligned to the state's College- and Career-Ready Standards that measure student progress toward academic standards and help identify those who may need additional support. For ELA specifically, it measures reading comprehension across genres, vocabulary in context, evidence-based questions, language, grammar, and text-dependent writing tasks. While it does not break data down into subskills, students' patterns of performance can provide clues and insight to underlying needs for additional information to be acquired and reviewed as well as potential areas for support and intervention.

SIPPS:

- SIPPS is a targeted phonics and phonological awareness intervention used primarily for students who need foundational reading support. It provides systematic instruction that addresses gaps in decoding, word recognition, and sight word proficiency.

- SIPPS data is gathered through progress monitoring and used alongside other assessment results to ensure students are receiving the appropriate level of intervention and advancing in foundational skills necessary for grade-level reading comprehension.

iReady:

- iReady Inform is a diagnostic tool that provides detailed insights into a student's reading ability across multiple domains such as phonological awareness, phonics, vocabulary, comprehension, and fluency. This assessment is typically administered at key points in the school year to provide a baseline understanding of each student's current performance and specific areas of weakness.
- iReady additionally provides ongoing, individualized learning pathways that help target skills and provide additional instruction in areas demonstrated as needing support on the most recent diagnostic. Teachers regularly monitor and adjust progress, gain additional data and insight, and manipulate domains, as needed, to target instructional focus and supports.

Integration and Data-Driven Decision-Making:

- Combining Data:
  - The school integrates data from teacher documentation, SC Ready, SIPPS, and iReady to form a comprehensive view of each student's reading performance. By combining interim assessment data with diagnostic data and targeted intervention data, teams can determine which students need additional support and in what specific areas. Students may also be recommended for further evaluation in accordance with district guidelines and requirements.
- Data Review Teams:
  - Teachers, intervention specialists, and administrators regularly review assessment data to identify trends and determine which students are at risk of falling behind in reading. These teams use this data to create individualized intervention plans that target specific skills.
- Pathways of Intervention:
  - For students not demonstrating proficiency, pathways of intervention may include targeted small-group instruction, phonics or comprehension interventions, or one-on-one support, often informed by SIPPS placement data. The intensity of the intervention is based on the severity of the student’s needs, as indicated by iReady Inform results and ongoing progress monitoring from SIPPS.

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.

The school has systems to engage and support parents in helping their children become successful readers and writers at home. These systems provide clear communication, accessible resources, and ongoing support to ensure parents understand how they can contribute to their child's reading and writing development. Teachers, interventionists, administrators, coaches, and support staff, in conjunction with the school’s bilingual liaison, serve as an open line of communication, holding regular conferences and providing data, guidance, materials, resources, and further insight to

support parents in supporting their children. Parents are made aware that students have access to a variety of programs (such as Epic!, Sora, and iReady) and resources (such as school library books, classroom provided books, and other provided literacy support materials) at home to utilize independently and/or with parent support. Family friendly standards for ELA created by the state with related links and support information, in addition to our most recent Read to Succeed Reading plan, are posted to the school website for easy access, as well. Throughout the year, the school additionally hosts events (such as book clubs, summer reading/writing activities, book fairs, and multilingual literacy events) to engage parents in reading and writing and assisting their children at home.

Section E: Document how the school provides for the monitoring of reading achievement and growth at the classroom and school level with decisions about PreK-5th grade intervention based on all available data to ensure grade-level proficiency in reading.

The school uses a structured approach through the Multi-Tiered System of Supports (MTSS) to monitor progress in reading achievement and growth, ensuring that decisions about interventions are data-driven and aimed at helping students achieve grade-level proficiency. Below is an outline of how the school implements progress monitoring through the MTSS process:

At the beginning of the school year, all students undergo universal screening assessments to identify their current reading level and areas of need. These screenings, such as iReady or other standardized assessments, provide a baseline for determining which students may require additional support.

- Tier Placement:
  Based on the screening data, students are placed into one of the three tiers of MTSS:
  - Tier 1: Universal instruction, for students on or near grade-level.
  - Tier 2: Targeted interventions for students who need additional support at the classroom level.
  - Tier 3: Intensive interventions for students significantly below grade-level at the classroom and specialized interventionist level.

The school uses a variety of progress monitoring tools, including, SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) and iReady diagnostics, to regularly assess student progress. Data is collected frequently (weekly, bi-weekly, or monthly, depending on the tier) to track student growth and evaluate the effectiveness of interventions. This data includes fluency rates, comprehension checks, phonics mastery, and vocabulary development. The school also uses curriculum-based measures such as DIBELS (Dynamic Indicators of Basic Early Learning Skills) to determine if sufficient student progress is being made and tier placement is accurate.

The school's MTSS team, which includes teachers, reading specialists, and administrators, meets regularly to review student progress data. These meetings focus on identifying trends in student achievement and determining whether current interventions are effective or need to be adjusted. Decisions to move students between tiers are based on data from progress monitoring assessments.

The school's MTSS process for monitoring reading achievement and growth is data-driven, systematic, and focused on providing timely and effective interventions. By regularly collecting and analyzing progress monitoring data, the school ensures that each student is on a clear path to reaching grade-level proficiency in reading. Decisions about interventions are tailored to meet individual needs, and continuous adjustments are made to support student success.

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.

The school has followed a comprehensive plan to provide teachers with training in the science of reading, structured literacy, and foundational literacy skills through the LETRS (Language Essentials for Teachers of Reading and Spelling) program. This training is designed to support reading achievement for all students by equipping teachers with evidence-based strategies that promote literacy development. All K-3 teachers and selected staff in grade 4-5, intervention, multilingual learner (ML), and special education roles have completed or are participating in LETRS training, a research-based program focused on the science of reading and structured literacy. LETRS offers educators a deep understanding of how students learn to read, why some students struggle, and how to provide effective instruction. Training has been delivered in phases, allowing teachers to complete the course over time. This has ensured and continues to ensure thorough engagement with the content and allows teachers to apply what they learn effectively in the classroom. LETRS training includes units on phonological awareness, phonics, vocabulary, fluency, comprehension, and spelling. The school provides ongoing coaching cycles, professional learning communities (PLCs), targeted professional development, and embedded support and learning opportunities for all teachers. Selected teachers are receiving additional specialized training to better utilize SIPPS to serve their students. Literacy coaches and instructional specialists—trained in LETRS and grounded in current research—collaborate with all teachers in PreK-5 to guide the effective application of research- and evidence-based literacy practices across all classrooms.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• High Frequency Words • Phonics • Writing	• Vocabulary • Comprehension/Reading Text • Writing

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 74% to 75% in the spring of 2026.	85.4% of third graders scored Meets and Exceeds in the spring of 2026 as determined by SC READY. This surpassed our goal of 75% by 10.4%.
Previous Goal #2: Engage multilingual families in literacy-building activities to improve family literacy practices, with the objective of moving from a baseline engagement percentile of 12% in 2025 to at least 15% by the end of the school year 2026	15%+ of multilingual families were engaged in literacy-building activities by the end of the 2026 school year through several multi-lingual family literacy events hosted at the school, meeting our goal.
Previous Goal #3:	

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 85% to 86% in the spring of 2027.	- Data and research driven PLCs and coaching - MTSS data meetings to focus on students and disseminate data to provide needed supports - LETRS training completed for all returning third-grade teachers; ongoing training for new third-grade teachers
Current Goal #2: By Spring 2027, the percentage of students in grades K-5 performing at or above grade level in vocabulary as measured by the i-Ready Inform diagnostic data will increase from 38% to 48%.	- Data and research driven PLCs and coaching - MTSS data meetings to focus on students and disseminate data to provide needed supports - LETRS training completed for all returning kindergarten through third-grade teachers; ongoing training for new kindergarten through third-grade teachers and teachers in grades four and five
Current Goal #3:	