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? 8
- How many teachers in your school are beginning Volume 1 of LETRS this year? 1
- How many teachers in your school are beginning Volume 2 of LETRS this year? 3
- 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.

Teachers, our interventionist and literacy coach are all working together to ensure that Easy CBM Benchmarks, district literacy assessments, student worksamples, and MAP data (where applicable) are being used throughout K-3rd grade classrooms. In 4th and 5th grades, SCReady, MAP, and Benchmark data are being used in addition to initiating use of Reading A to Z assessments as well. Each of the named assessments supports our teachers in addressing all components of reading to aid in the comprehension of texts and meeting standards. Teachers instruct based on the information from these assessments, and use formative assessments throughout the year to guide their instruction. Our instruction in every classroom includes supporting oral language through discussion based formats, phonological awareness and phonics through our foundational skills work in all grades where appropriate, and fluency/vocabulary/comprehension instruction in all grades as well during reading and writing workshops.

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.
Using our Easy CBM and district literacy measures we are assessing students for word recognition and reading accuracy throughout all grade levels. We use this information to draw from our knowledge of word recognition skills and strategies, support for oral language use, spelling/word study instruction, phonemic awareness, and decoding to support whole class instruction in lower grades and more individualized instruction as needed in upper grades. In our upper grades' classrooms, teachers are utilizing collaborations with our literacy coach and their colleagues to support students with spelling by engaging structured literacy and foundational 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.
Our universal screener is EasyCBM and we use multiple diagnostic tools (MAP testing, district literacy assessments, Comprehensive Evaluation Assessments, etc.) to determine what the next steps are for children who demonstrate a specific need in reading. We draw from those tools to guide our conversations in IAT and RTI meetings in-house at our school. Using that information, we make determinations about frequency of intervention, timing, specific curricula used, and trajectory.

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.
Our classroom teachers' communication and reading intervention assistants' communication serves this purpose for our families. Our teachers are sharing weekly what they are doing in class as readers and offering support and suggestions for home for those students who are struggling. Additionally, narrative progress reports are sent home quarterly to keep parents in the loop regarding their child's academic performance and growth.

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.
Regularly we hold an IAT meeting and RTI meeting where teachers attend, after analyzing their formative data to share that information with us for readers of concern. We also analyze data in each leadership team meeting to determine school-wide areas of strength and need so that we can emphasize professional learning opportunities that would support growth for our readers and grade level proficiency. We take that leadership team analysis into our Faculty meetings once each month as well.

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.
Our school-wide professional learning plan offers multiple opportunities for reading teachers to collaborate with one another, learn from each other, and work together to learn the science of reading information within the LETRS training. We discuss our structured literacy classroom practices and foundational literacy skill development in Curricular Conversations (once a month), Faculty Meetings (once a month), and Looping Meetings (once a month, K-1, 2-3, 4-5). Additionally, we altered the structure for our Curricular Conversations this year to allow us to tailor professional learning needs based on teachers' teaching experience and knowledge with implementing inquiry-based instruction. Both our Seasoned teachers and our New teachers participate in professional learning regularly, but the focus goal or area of study is specific to the professional learning community.

Section G: Analysis of Data

Strengths	Possibilities for Growth
● SCReady ELA 2025-2026 ○ 4th grade ▪ met & exceeds increased 7.9% over the past 2 years ○ 5th grade ▪ met & exceeds increased 10.8% over the past 2 years ○ SPED ▪ 3rd grade met & exceeds 50% ▪ 4th grade met & exceeds 70% ▪ 5th grade met & exceeds 62.5%	● SCReady ELA 2025-2026 ○ 3rd grade ▪ met & exceeds decreased 12.9% over the past 2 years

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

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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 90% to 93% in the spring of 2026.	Not Met. The percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY decreased to 70%.
Previous Goal #2: By May, 2026, we will strengthen our Tier 1 instruction and reading intervention program by decreasing the number of students scoring below the 20th percentile in 3rd grade MAP Reading (Fall '25) from 16% to 12%.	Met! By May, 2026, we strengthened our Tier 1 instruction and reading intervention program by decreasing the number of students scoring below the 20th percentile in 3rd grade MAP Reading (Fall '25) from 16% to 8% (Spring '26).
Previous Goal #3: By Spring 2026, we will decrease percentage of students scoring (MAP) below the 40th percentile in 2nd grade from 14% to 10%	Not Met, but improving. By Spring 2026, we decreased the percentage of students scoring below the 40th percentile in 2nd grade (Fall '25) from 14% to 12% (Spring '26).

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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 __70%____ % to ___80%___ % in the spring of [2026-27].	Coaching on Tier I instructional strategies Monitor progress in Reading Intervention Continue triangulating data from classroom conferences, benchmarks, and SCReady. Participate in professional development Incorporate strategies in both push-in and pull-out models Continue to work strategies into classroom application
Current Goal #2: By May 2026, we strengthened our Tier 1 instruction and reading intervention program by increasing the number of students scoring at or above the 61st percentile in 3rd grade MAP Reading (Fall '26) from 71% to _80__% (Spring '26).	Coaching on Tier I instructional strategies Monitor progress in Reading Intervention Continue triangulating data from classroom conferences, benchmarks, and SCReady. Participate in professional development Incorporate strategies in both push-in and pull-out models Continue to work strategies into classroom application

Current Goal #3: By Spring 2026, we will decrease the percentage of students scoring on MAP Reading below the 40th percentile in 2nd grade (Fall '26) from 22% to _12__% (Spring '26).	Coaching on Tier I instructional strategies Monitor progress in Reading Intervention Continue triangulating data from classroom conferences, benchmarks, and SCReady. Participate in professional development Incorporate strategies in both push-in and pull-out models Continue to work strategies into classroom application