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? 35
- 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? 3
- 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 KES, Frog Street is used for literacy instruction in PreK, Open Court is used in grades K–2, and HMH Into Reading is used in grades 3–5. Frog Street develops oral language, phonological awareness, alphabet knowledge, vocabulary, and early comprehension. Open Court's Green Band provides explicit instruction in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. In grades 3–5, HMH places greater emphasis on fluency, vocabulary, and comprehension while continuing to support word study and foundational skills as needed. Teachers also incorporate Orton-Gillingham strategies, such as Red Word routines, during intervention and, when appropriate, whole-group instruction.**
Multiple assessments are used to ensure that reading instruction is intentional, data-driven, and differentiated. Students in grades K–5 complete MAP Growth three times each year, providing data about achievement and growth in literary text, informational text, and vocabulary. Students also complete easyCBM assessments three times annually to monitor reading performance and growth. Students performing below grade level in grades K–3 receive additional assessment using the UFLI Foundations Placement Test and a district phonological-awareness assessment. Below-grade-level students in grades 2–3 also complete fluency and comprehension assessments to identify specific areas of need.
Teachers analyze assessment data to plan standards-aligned whole-group lessons, flexible small-group instruction, and targeted intervention. Students receive support at the appropriate tier, and their progress is monitored regularly so instruction can be adjusted according to their needs. This coordinated approach addresses both Word Recognition and Language Comprehension and supports students in reading and understanding grade-level texts aligned with South Carolina ELA standards.
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. **The UFLI Foundations Placement Test is used to assess the word-recognition skills of students performing below grade level in grades 1–3. A phonological-awareness assessment is also administered throughout the year to identify students' strengths and needs in foundational skills. In PreK, teachers use Frog Street assessment and instructional resources to**

develop oral language, phonological awareness, alphabet knowledge, and early sound-symbol recognition. In kindergarten and first grade, standards-based report cards document student mastery of individual foundational-literacy indicators. Together, these measures help teachers identify specific skill gaps, form instructional groups, and plan targeted instruction.
After collecting and analyzing the data, teachers use district-approved curricula and resources aligned with the science of reading, structured literacy, and South Carolina ELA standards. PreK teachers use Frog Street to build early literacy skills through developmentally appropriate, explicit instruction. In grades K–5, teachers implement the foundational-literacy components of the district curriculum, including the Open Court Green Band with fidelity. UFLI is used to support students who demonstrate needs within the Word Recognition strand of the Reading Rope. Instruction is explicit, systematic, cumulative, and responsive to student data, with an emphasis on phonological awareness, sound-symbol relationships, decoding, encoding, and automatic word recognition.

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. **KES uses MAP Growth and easyCBM as universal screeners for students in grades K–5. In PreK, teachers use Frog Street assessments, developmental data, and classroom observations to identify students who need additional early-literacy support. After universal screening data are collected and analyzed, students who have not demonstrated grade-level proficiency receive additional diagnostic assessments based on their identified areas of concern. These may include phonological-awareness, fluency, comprehension, and UFLI Foundations placement assessments.**

Diagnostic results are used to determine whether a student's primary need is in Word Recognition, Language Comprehension, or both. Intervention groups are formed according to these specific skill needs rather than overall reading scores alone.

Tier 1 instruction and some Tier 2 intervention occur within the classroom. Additional Tier 2 and all Tier 3 interventions are provided by an interventionist, based on the intensity of each student's needs. Teachers and interventionists use appropriate district-approved resources, including Frog Street, Open Court, HMH Into Reading, LLI, UFLI, and Orton-Gillingham strategies. Student progress is monitored regularly, and the data are used to continue, adjust, intensify, or discontinue intervention.

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.
KES uses multiple opportunities throughout the year to help families understand their children's reading and writing progress and how they can provide support at home. Teachers communicate regularly with families through ParentSquare, email, phone calls, progress reports, and other communication systems. Parent-teacher conferences are scheduled to discuss students' reading and writing strengths, areas of need, progress, and strategies that families can use at home.
Families also receive literacy support through schoolwide events. During Open House, teachers explain grade-level literacy expectations and often share parent-friendly versions of the South Carolina ELA standards. In October, KES hosts a Family Literacy Night where families participate in interactive reading and writing activities that can be continued at home.

This year, KES will expand its family engagement efforts through the Leading Lions Writing Den**, a parent university focused on helping families support writing development. The school is also planning an** SC READY Field Day **to help parents understand the assessment, its level of rigor, and ways they can help students prepare for grade-level reading and writing expectations. Together, these ongoing communication methods, conferences, resources, and family-learning events create a coordinated system for developing partnerships between families and the school.**

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. **KES monitors reading achievement and growth through a coordinated system of classroom assessments, universal screeners, diagnostic assessments, progress monitoring, and intervention data. In PreK, teachers use Frog Street assessments, developmental data, and classroom observations. In grades K–5, MAP Growth and easyCBM data are reviewed alongside curriculum-based assessments, standards-based report cards, common formative assessments, classroom performance, and teacher observations. Diagnostic assessments, including phonological-awareness, fluency, comprehension, and UFLI placement measures, are administered as appropriate to identify specific student needs.**
Tier 1 reading instruction is provided in the classroom using Frog Street in PreK, Open Court in grades K–2, and HMH Into Reading in grades 3–5. Teachers use assessment results to differentiate instruction and provide targeted small-group support. When students do not demonstrate grade-level proficiency, teachers and RTI specialists review all available data to determine whether students need Tier 2 intervention within the classroom or pull-out support from an interventionist. Tier 2 instruction may include Open Court intervention resources, UFLI, Orton-Gillingham strategies, or LLI, depending on whether the student's needs are related to Word Recognition, Language Comprehension, or both.
Students requiring more intensive Tier 3 support participate in daily pull-out intervention sessions. Their progress is monitored regularly to determine whether intervention should be continued, adjusted, or intensified. Monthly Killian Intervention Team (KIT) meetings provide a school-level structure for reviewing current screening, diagnostic, classroom, and progress-monitoring data. During these meetings, the team evaluates student growth, adjusts intervention groups, and ensures that instructional decisions remain flexible and responsive to each student's needs. This continuous cycle of assessment, instruction, progress monitoring, and collaborative data review supports the goal of helping every student reach grade-level reading proficiency.

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**.** . **KES provides ongoing professional learning and job-embedded coaching to strengthen teachers' knowledge and implementation of the science of reading, structured literacy, and foundational literacy skills. Teachers in grades K–3 have completed or are currently enrolled in Year 1 or Year 2 of LETRS training. Two upper-elementary teachers are also completing LETRS training this year, extending this knowledge into grades 4–5.**

Teachers at all grade levels, including PreK, participate in regular professional development and PLCs. Weekly PLCs are facilitated by instructional coaches and administrators. One PLC each month focuses specifically on literacy, while another focuses on analyzing student

data and using the results to make instructional decisions. These sessions address topics such as the components of skilled reading, explicit and systematic instruction, foundational skills, the Reading Rope, assessment practices, differentiation, and targeted intervention.

The reading coach also offers additional professional learning on Frog Street, Open Court, HMH Into Reading, and UFLI, with an emphasis on using each resource to provide instruction aligned with structured literacy and students' identified needs. Professional learning is reinforced through classroom modeling, co-teaching, observation, feedback, and individualized coaching provided by the reading coach and another instructional coach.

Grade-level teams participate in weekly collaborative planning, during which coaches and administrators help teachers align curriculum, instruction, assessments, and interventions with the science of reading and South Carolina ELA standards. This combination of formal training, PLC learning, collaborative planning, and classroom-based coaching provides teachers with continuous support for transferring professional learning into effective literacy instruction for all PreK–5th grade students.

Section G: Analysis of Data

Strengths	Possibilities for Growth
▪ Consistent HMH implementation in grades 3–5 ▪ Schoolwide Writing Wednesdays project ▪ Classroom-based Tier 2 instruction ▪ High expectations for all students ▪ Comprehensive formative assessment system ▪ Shared reading to build fluency ▪ Instruction aligned with new SC standards ▪ Content integration within the ELA block ▪ Student work displayed throughout the school ▪ Consistent parent and guardian communication ▪ Data-driven instructional decisions ▪ Weekly PLC ▪ Weekly team planning	▪ Expand student goal setting ▪ Build community partnerships ▪ Strengthen K–2 writing instruction ▪ Improve K–2 use of data ▪ Deepen standards unpacking ▪ Strengthen classroom libraries ▪ Develop strategic literacy partnerships ▪ Create common K–2 assessments ▪ Implement UFLI consistently in Tier 1 ▪ Train more teachers in OG/Brainspring strategies

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 50.1%% to 53% % in the spring of [2026].	Third Grade Meets and Exceeds increased from 50.1% in the spring of 2025 to 52.3%in the spring of 2026.
Previous Goal #2: By June 2026, second grade will decrease the number of students scoring below the 40th percentile on spring reading Measures of Academic Progress (MAP) from 32% in fall of 2025 to 27%% in spring of 2026.	Second grade students scoring below the 40th percentile on spring MAP increased from 32% in fall of 2025 to 41% in spring of 2026.

Previous Goal #3: By June 2026 100% of eligible teachers in grade K-3, will have completed year 2 of Letrs training and implement strategies and assessments based on the science of reading.	100% of eligible teachers in grade K-3 completed year 2 of Letrs training and are implementing tools and strategies based on the Science of Reading.

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 52.3% to 55.3%% in the spring of [2027].	Implement HMH with fidelity in Tier 1. Use UFLI for targeted Tier 1 support. Provide Tier 2 intervention in the classroom. Provide Tier 3 support with an interventionist. Assign daily MyPath Reading practice. Apply LETRS-aligned instructional strategies. Use phonological-awareness data to guide instruction. Use UFLI placement data to target skill gaps. Plan ELA instruction weekly with the reading coach.

	▪ Monitor student progress regularly.
Current Goal #2: By June 2027, the percentage of second-grade students scoring below the 20th percentile on MAP Reading will decrease from 18% to 15%, as measured by BOY and EOY MAP Reading data.	▪ Implement Open Court with fidelity in Tier 1. ▪ Use UFLI for targeted Tier 1 support. ▪ Provide Tier 2 intervention in the classroom. ▪ Provide Tier 3 support with an interventionist. ▪ Assign daily MyPath Reading practice. ▪ Apply LETRS-aligned instructional strategies. ▪ Use phonological-awareness data to guide instruction. ▪ Use UFLI placement data to target skill gaps. ▪ Plan ELA instruction monthly with the reading coach. ▪ Monitor intervention progress regularly.
Current Goal #3: By June 2027, 100% of K–1 teachers will complete quarterly UFLI training and implement at least one UFLI-aligned small-group lesson each week, as measured by training attendance, lesson plans, coaching observations, and monthly pulse checks.	▪ Schedule and carry out quarterly UFLI training. ▪ Provide UFLI materials and resources. ▪ Protect PLC planning time. ▪ Require one UFLI small group weekly. ▪ Provide modeling and coaching support. ▪ Conduct monthly pulse checks. ▪ Review implementation data quarterly. ▪ Offer targeted follow-up support. ▪ Celebrate teacher progress.