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? **1/41**
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? **29/41**
- How many teachers in your school are beginning Volume 1 of LETRS this year? **10/41**
- How many teachers in your school are beginning Volume 2 of LETRS this year? **1/41**
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? **0/1**
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year? **0/1**

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 across the building is standard focused and standard driven, with a strong emphasis placed on oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension instruction, to enhance students understanding of the texts they are reading and the pieces they are writing. Reading instruction throughout the building promotes multiple opportunities for conversation and the inclusion of academic vocabulary to build students' background knowledge and assist with enhanced comprehension. Teachers throughout the grade levels utilize interactive read aloud and shared reading to spark intellectual discussions focused on the writing and communication standards and the implementation of academic vocabulary. Additionally, teachers use a wide range of books and strategies from HQIM (high-quality instructional materials) like the Comprehension Toolkit, Reading and Writing Strategies, our textbook Wonders, Empowering Writers, and Units of Study to grow competent and informed readers and writers who are able to not only read text, but comprehend text and write authentically about the texts they are reading.

Additionally, interventionists and teachers in K-2 use Orton-Gillingham strategies to aid in students' phonological and orthographic development and our 3-5 teachers and interventionists use Orton-Gillingham strategies to assist with advanced syllabication, morphology, and the use of Greek and Latin roots, prefixes, suffixes, and affixes. Furthermore, word study is a key part of daily instruction at each grade level and focuses on phonics, spelling, grammar, vocabulary, and word decoding to truly grow students' phonological and orthographic knowledge. Teachers use their running records, conference notes, spelling inventories, phonics screeners, Benchmark Assessment System (BAS) data, I-Ready Inform data, I-Ready Literacy Tasks, and classroom observations to plan for targeted and effective small group instruction Using these data points, allows teachers across the building to facilitate small group instruction in phonics, fluency, and comprehension to students, paying special attention to whether students need more work with word recognition or comprehension. Finally, a strong emphasis is placed on fluency as teachers use Reader's Theater,

decodable readers, shared reading, reading conferences, and read aloud to highlight the skills of prosody, phrasing, and pacing associated with fluency.

Finally, a structured literacy framework allows teachers' the opportunity to provide targeted and focused instruction on our state standards within the various components of the structured literacy framework. Throughout the framework teachers use the data they collect from informal and formal assessments to drive their instruction and make decisions for small group instruction which allows learners to be active participants in the learning community.

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.

To start the year, teachers assess all students for phonemic awareness, word recognition and spelling with a variety of assessment tools such as Orton-Gillingham's letter and sound assessments, Words Their Way, and Spelling Development assessments. Teachers then use this data to plan instruction for both whole groups and small groups based on students' individual data working to create instructional goals for students working at all tier levels. Teachers focus on instruction in the younger grades on sight word work, red word instruction, phonological patterns and sounds, sentence dictation, and rapid word charts. Additionally, teachers utilize I-Ready Literacy Tasks, word ladders and word recognition charts as assessment tools throughout to check for understanding. Furthermore, teachers in the upper grades offer instruction on syllabication, prefixes, suffixes, and morphology with an in-depth study into Greek and Latin roots, affixes, and suffixes to assist with advanced multi-syllabic words to assist all readers with both decoding and vocabulary development.

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 uses universal screener data such as I-Ready Inform, OG assessments, Words their Way, and BAS (Benchmark Assessment System), along with teacher observations to create six-week Response to Intervention cycles in and out of the classroom setting. To ensure that all parties are involved in this process, communication with home is of the utmost importance. Once a student has been identified as needing targeted intervention, contact is made with the parents, and a meeting is set up to discuss what is being done in the school setting as well as what can be done at home. Teachers and our interventionist then meet with students daily throughout the six-week cycle to conduct targeted instruction focused on the individual needs of our students performing below grade-level reading proficiency. A strong emphasis is placed on phonological and orthographic instruction as well as morphology and vocabulary development in small groups as word recognition and language comprehension play an important role in reading comprehension.

Throughout the cycle, teachers meet weekly in guided planning and PLC's (Professional Learning Communities) to plan and discuss classroom assessments, observations and instructional practices. Teachers use standards, common formative assessments created by the district, conference notes, classroom observations, as well as data from I-Ready Inform, BAS, I-Ready Literacy Tasks, and OG assessments to influence their decision-making processes. Students who are in Tier 3 are monitored weekly and Tier 2 students are monitored biweekly to ensure that teachers are able to make these learning decisions throughout the process.

Finally, upon completion of each cycle, teachers meet with the curriculum resource teacher, reading coach, interventionist, and administration to discuss and analyze student progress and plan for next steps. Next steps include but are not limited to; an MTSS meeting, a formal SPED referral, continuation of small group intervention instruction, instruction with the interventionist, and/or removal from the RTI group.

Additionally, for the inclusion of our students with individual education plans, our Special Education Department works closely with classroom teachers to promote the most inclusive practices. Special education teachers meet with students in small group settings and push into classrooms as needed and when conducive to the schedule and setting. General education teachers and resource teachers collaborate in person, by email, and in meetings throughout the year.

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.**

Parents and caregivers are an important piece of the educational puzzle, so we work to ensure that information and learning opportunities are continuous and present throughout the year. Our school is blessed to have an active PTO (Parent Teacher Organization) and SIC (School Improvement Council) that work symbiotically with our faculty and staff to create meaningful opportunities for our students. Our PTO helps to host our Back-to-School event as well as our Open House and helps to ensure that parents and caregivers have opportunities to play an active role in their child's learning experience.

Teachers in grades K-5 communicate with parents constantly through weekly newsletters, phone conversations, signed papers and progress reports, as well as daily communication with "Talking Points" our district approved text messaging service. Our administration sends two separate weekly newsletters with important information for the week to both the faculty and the staff. Additionally, the reading coach sends a monthly newsletter titled "Coach's Corner" to teachers each month to help address instructional practices, noticings, reflective dialogue, best practices, and tips and tricks, as well as a newsletter each quarter to families where the reading coach offers tips to parents and caregivers on ways they can help their child with their literacy skills. Topics include but are not limited to reading comprehension, fluency, word attack skills, spelling strategies, writing for authentic purposes, conversation skills, and more. Furthermore, our school website and Facebook are updated often to make sure that information is disseminated in a variety of formats and that parents are informed of information in a timely manner.

To bridge the home to school connection, parent conferences and parent workshops are held throughout the year to offer parents in person opportunities to learn more extensive ways they can help assist in their child's academic performance. These conferences and workshops allow parents the chance to ask questions in a more intimate setting and faculty and staff to address needs in a more individualized manner, based on the responses. Additionally, many of our teachers have begun implementing student-led conferences which allow the students the opportunity to take an active role in their learning intentions and success criteria as well as with formulating goals and highlighting their progress towards achieving these goals.

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 is an ongoing part of our school curriculum and is accomplished in a variety of formats. Teachers use I-Ready Inform and I-Ready Literacy Tasks to do quick computer-based skill assessments throughout the year to check in on students' reading achievements. The BAS or Benchmark Assessment System is administered and used as an additional data point to help plan for effective reading instruction. Students who score in yellow or red on these assessments as well as students who show low growth are highlighted, and discussions are had at multiple levels to discuss intervention strategies and schedules.

Additionally, in the classroom, teachers conduct reading observations, and hold reading conferences each week to jot down noticings and observations of readers and writers and use these noticings and observations to give targeted and specific feedback to students to help them make the most of their reading experience. Teachers use this data to plan whole group mini-lessons, small group instruction, as well as targeted intervention work and conferences. These findings allow teachers to plan and teach responsively by targeting the individual needs of their classroom.

Furthermore, teachers use Mastery Connect to do Common Formative Assessments and create standards-based assessments which are then discussed in grade level PLC meetings to determine areas of strengths and weakness at grade levels and to plan for effective and tailored instruction specific to the needs of the students. These discussions allow teachers to take an active role in contributing to each other's classrooms and allow them to share best practices and strategies with one another. Discussions take place weekly at each grade level and monthly at our faculty meetings through vertical articulation discussions.

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 provides support and training to teachers in a variety of formats. Currently our K-3 teachers, administrators, resource teachers, interventionist, CRT and our reading coach, have completed LETRS training, and are utilizing the skills learned to provide more informed

instructional support to our students. Additionally, our 4th and 5th grade teachers have started their LETRS journey and are participating in LETRS unit one training to increase their understanding of the science of reading and the role educators play in phonological and orthographic instruction. Furthermore, a vast majority of our K-3 teachers, interventionists, resource teachers, principal, and reading coach have taken Orton-Gillingham training, and a large portion of our 3-5 teachers have taken Orton-Gillingham's advanced morphology classes as well to help support instruction in the upper grades.

In addition to district required professional development, the school holds its own professional development sessions throughout the year to assist teachers with structured literacy practices and help teachers grow their competency with focused and targeted standards based lessons, conferring, small group instruction, phonics and word study work. Additionally, teachers are taking part in a school wide book study centered around writing instruction to embed inquiry and the art of questioning and wondering into their instruction to create active and engaged learners who have meaningful and memorable learning experiences.

Furthermore, the reading coach works with teachers both individually and in teams to enhance their classroom instruction through modeling, co-teaching, guided planning, assessment discussions, curriculum creation, and coaching cycles. These interactions allow the teacher and coach to use observations and student work samples to drive curriculum decisions and incorporate structured literacy and foundational literacy skills as needed throughout instruction.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• 75.8 % of our students grades 3-5 scored met or above on SC Ready 2025-2026 test. • 89.6 % of our K-5 students were making adaquate progress in reading on the Star Scaled Report last year. • Collaboration among faculty in making instructional decisions for students based on data. • Providing targeted, effective in-class intervention in reading for students.	• Teachers articulate clear learning intentions and success criteria for students, so students can clearly articulate what they are learning and how they know they are successful. • Implementing learning labs to target teacher efficacy and promote student-centered kid watching. • Providing more opportunities for parent involvement in literacy development, through the continued implementation of in-person workshops and literacy newsletters. • Working collaboratively to collect and analyze data, establish goals, and create action plans for students, especially for those at risk.

• Providing large blocks of time for instruction and practice for students to read, write, and research with predictable structures focused on a balanced literacy model. • Creating rich literacy environments. • Establishing and directly teaching routines and procedures. • Explicit instruction, within a structured literacy framework, is used in classrooms. • Students have voice and choice in reading and writing workshops, and students are actively engaged in constructing meaning through reading, writing, listening, speaking, and communicating. • Ensuring classrooms have a wide variety of texts, and texts are diverse and are organized for easy accessibility for students. • Using the new South Carolina College and Career Ready standards when planning for instruction. • Strong focus on professional development. • A large majority of our faculty has advanced degrees or are currently pursuing advanced degrees. • Early childhood is effectively using Orton-Gillingham strategies to immerse students to phonological awareness and phonics instruction. • Upper elementary is effectively using Orton-Gillingham morphology strategies to build confident and capable learners who are able to use their knowledge of morphology to decode and break down the meaning of vocabulary words.	• Increasing awareness in the importance of including comprehension, phonological awareness, phonics, fluency, and vocabulary for ALL levels of instruction. • Utilizing challenging texts more frequently to teach, guide, and support students in how to independently use strategies to construct meaning and monitor for a deeper textual understanding. • Teachers and students participate in Interactive Read Aloud to increase students' ability to process beyond the text thinking to show an increase understanding of the text both orally and in writing.

<u>Section H</u>: 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 2024-2025 as determined by SC READY from **72 %** to **74 %** in the spring of 2025-2026.	• We had **75.8 %** of our students scoring in the Meets and Exceeds category. This shows growth by **3.6%** and has us officially meeting the north star of 75% of students reaching met or exceeds status on SC Ready. • **6.8 % of our 3rd grade students** scored **Does Not Meet** on the SC Ready in the **spring of 2025**, however in the **spring of 2026 we had 10.2 %** of our students scoring **Does Not Meet** on the SC Ready. *This is not the trend we would like to see but we also had an entirely different group of 3rd grade students so the data at times is hard to compare.* We are making progress towards the grade level as a whole but have continued work to do with our lowest tiers. • Instruction in our younger grades has focused a good bit on OG knowledge, to better prepare them for the cognitive demands of testing in the upper grades. • Teachers in K-3 recently completed their LETRS training to aid in their continued understanding of phonics instruction and the role it plays in a child's early reading development and we are continuing to discuss this work in grade level meetings and whole faculty discussion. Additionally, our 4-5 teachers have started their LETRS journey and are working to continue to implement their OG morphology instruction. • Furthermore, teachers are continuing to deconstruct standards, create learning intentions and success criteria, as well as meet as a team to discuss common formative assessments and use the data from the CFA's and standard based assessments to inform their instruction and drive small group instruction.

Previous Goal #2: Through the increased implementation of instructional labs and vertical articulation opportunities focused on student-centered observations, we will reduce the percentage of students performing below grade level in fall of 2025-2026 as determined by the STAR scaled score from "Below Benchmark Reading Report" from **13.8 % to 12%** or below in the spring of 2026.	• Our Star Scaled Report for the spring of 2026 showed that **89.6%** of our students were **making adequate progress** in reading. We had **10.4%** of our students scoring in the **intervention** section according to our spring data. We surpassed our goal of having less than 12% of students scoring in the intervention category. • K-5 teachers met throughout the year in instructional labs centered around various instructional lenses such as classroom environment, engagement, questioning, vocabulary, phonics, and student talk. These discussions allowed teachers the opportunity to reflect and discuss instructional practices that in turn grew both their own pedagogy and their students' learning outcomes. • Bi-monthly teachers participated in whole school vertical articulation discussions to grow their learning and share best practices with one another. These conversations were often rooted in learning lab observations and allowed faculty the chance to learn and reflect with one another. • Each grade level participated in a grade-level mini-inquiry cycles to incorporate an increased focus on questioning, reading, writing, researching, communication, and presentation skills. • Teachers implemented focused OG lessons to increase phonological awareness and phonics instruction with our at-risk students. • Multiple opportunities were had for teachers to discuss student learning throughout the year at grade level meetings. These discussions were focused around student performance and finding ways to increase student engagement and student understanding.

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.	• Teachers continue to utilize SC State Standards to explicitly teach the written and oral communication standards and work to understand both the complexity and the progression of the standards. • Teachers received additional support in the effective implementation of writing instruction through professional development sessions, classroom modeling, and planning sessions. • Teachers used learning intentions and success criteria to ensure students were able to articulate what they were learning and share how they are making progress towards these learning intentions. • K-3 teachers grew their understanding of the new state standards and their implantation of their new learning from LETRS 1 and 2 and are focusing on increasing their understanding of the overarching expectations, foundations of literacy, applications of reading, research, and written and oral communication components to engage students in all content. • 4-5 teachers are continuing to grow their understanding of the new state standards and are working to cluster the standards and understand the importance of the overarching expectations and the role that the foundations of literacy has and will play in their instruction. Teachers are utilizing the appendices and the grammar matrix to assist them in planning targeted standard instruction. Additionally, they are all beginning their LETRS journey this year. • Teachers aided students to engage in strategic writing behaviors by providing effective feedback through routine writing conferences with students both regularly in small groups and individually. • Teachers are using data from writing assignments to propel discussions, plan for small group lessons, and to target areas of

	intervention and acceleration to ensure instruction is meaningful and challenging. • PLO's/PLC's are frequently held with an occurrence of a minimum of 3 a month. These meetings allow time for teachers to reflect, plan, and evaluate.

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 **2025-2026** as determined by SC READY from **75 %** to **76 %** in the spring of **2026-2027**.	• Teachers will continue to grow their understanding of the state ELA standards through guided planning and on-going professional development opportunities. • Teachers will receive additional support in the effective implementation of the structured literacy block framework through professional development sessions, classroom modeling, peer observations, and planning sessions. • Teachers will use learning intentions and success criteria to ensure that students are able to articulate what they are learning and can share how they are making progress towards these learning intentions.

	• Teachers will receive additional support in the effective implementation of writing instruction through professional development sessions, a professional book study, classroom modeling, and planning sessions. • Teachers will implement targeted and effective Orten-Gillingham phonics and vocabulary practices for students in the upper grades as needed. • Teachers will create small groups based on observations, common formative assessments, conferences, and test data. • Teachers will continue to use the knowledge gained from LETRS training to effectively plan for targeted instruction. • Teachers will progress monitor with I-ready Inform Literacy Tasks to determine the effectiveness of interventions. • Teachers will notice, teach, and prompt for the use of strategic reading behaviors by providing effective feedback through routine reading conferences with students regularly through small groups and individually. • Teachers will use the Literacy Continuum to plan for effective instruction based on individual student' needs.

Current Goal #2: By the end of the 2026–2027 school year, the percentage of students in grades 1–5 projected to achieve reading proficiency will increase from **78%** on the Fall i-Ready Reading Inform to at least **82%** on the Spring i-Ready Reading Inform. This growth will be supported through increased implementation of instructional labs and vertical articulation opportunities focused on student-centered observations, collaborative instructional practices, and data-informed planning.	• K-5 teachers will participate in instructional labs centered around various instructional lenses such as engagement, questioning, vocabulary, student dialogue, feedback, and focused instruction. • K-5 teachers will participate in a professional development book study on writing instruction to expand opportunities for authentic standards-based instruction focused on the use of mentor texts and multiple opportunities for authentic writing experiences. • Participate in grade-level mini-inquiry cycles to incorporate an increased focus on questioning, reading, writing, researching, communication, and presenting skills. • Interventionists and K-5 teachers will implement focused OG lessons to increase phonological awareness and phonics instruction with our at-risk students. • Hold monthly vertical articulation opportunities for staff members to engage in discussions around teaching beliefs, practices, and data. Teachers will meet in clusters by grade both above and below to truly gain an understanding of the expectations and practices exhibited at each grade level. • Teachers will have opportunities to visit each other's classrooms to engage in student-centered observations. Teachers will chart noticings' and will debrief afterwards to provide non-judgmental feedback and hold data discussions on implications for instruction. • Teachers will regularly hold dialogue and discourse discussions across grade levels throughout the year.
Current Goal #3: By the end of the 2026–2027 school year, 100% of Pre-K–5th grade teachers will engage in monthly Professional Learning Opportunities (PLOs) focused on implementing explicit instruction and Visible Learning practices, including clear learning intentions, success criteria, intentional modeling, guided practice, formative assessment, and	• Provide monthly Professional Learning Opportunities (PLO's) Focused on writing instruction through the use of a professional book study. • Develop and share instructional resources with colleagues. • Participate in classroom walkthroughs and learning labs at each grade level.

effective feedback. As a result, students will demonstrate at least a 10% increase in proficiency on school-wide assessments.	• Model effective instructional practices centered around the components of writing and the writing framework. • Offer opportunities for continued growth in conducting writing conferences and in offering transformative feedback that focuses on the writer and not the piece of writing. • Analyze student achievement throughout writing units, allowing students the opportunity to pause and reflect at the end of the unit to make goals for themselves as writers, as they move into the next unit. • Teachers will use data collected from conferences, assessments, quick writes, and classroom discussions to propel their planning with small group lessons and conferences to target areas of intervention and acceleration to ensure instruction is meaningful and challenging.