

South Carolina Department of Education
Read to Succeed **Middle School** Reading Plan
2026-2027

Section A: Describe how reading assessment and instruction for all 6-8th 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.

- School-wide, teachers utilize the iReady platform during Pride Time, where students engage with their individualized learning pathways. These pathways are designed to provide support in phonological awareness, phonics, fluency, vocabulary, and comprehension. In addition to the computerized learning pathways, there are two adults in the classroom who are providing small-group instruction based on instructional grouping provided within iReady. In both ELA and Social Studies classes, students will read 2 books a month (once in each class) and complete a book report. The additional reading of texts will increase fluency, comprehension, and vocabulary.
- Within the MLL classrooms, teachers provide explicit instruction, which includes, but is not limited to, oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to aid in the comprehension of texts using iReady instructional grouping and the Bridges curriculum.
- Within reading intervention classes, teachers frequently review data and identify foundational needs using Lexia PowerUp. Within Lexia PowerUp, instruction is tailored to the individual level of the student based on diagnostic data. This tailored approach aid in bridging the gap between where students are and grade-level proficiency. Students receive individualized instruction via the Lexia PowerUp online platform, small group instruction based on needs, and spiral reviews of previously mastered skills.

Section B: Document how reading instruction and assessment for 6-8th grade students who are not on grade-level are aligned to the science of reading, structured literacy and foundational literacy skills.

- ELA teachers at Morningside utilize StudySync for Tier I grade-level instruction. StudySync is a research-based, high-quality curriculum that is grounded in the science of reading. ELA teachers, through the DDI process, will identify, based on the standards and upcoming assessments, what the students need to know and how they are going to show it, plan responses for misconceptions, and create formative assessments that are standards-aligned using DOK 2 and 3 questioning. After teaching the lesson, they will bring back their formative assessment data to analyze and plan a reteach.
- Students receiving supports in some MLL and EC classes receive structured literacy where skills such as sound recognition, decoding, building fluency, and basic reading comprehension are the focus of instruction.
- Reading intervention provides students with support in the areas of fluency and comprehension, focusing on word training and text training through a scaffolded, individualized approach to instruction through Lexia PowerUp. Lexia PowerUp is a research-based digital learning platform that aligns to the science of reading. In addition to Lexia PowerUp, iReady and iXL will be utilized to provide students with support in comprehension, vocabulary, and foundational skills.

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Section C: Document how the school uses interim assessment data and diagnostic assessment data to determine intervention supports for students in 6-8th grade who have failed to demonstrate grade-level proficiency in reading.

- Multiple data points (interim, diagnostic, and state assessments) are used to determine necessary intervention supports and to schedule students in classes designed to bridge the gap between where the student is and grade-level achievement.
- Students with multiple data points below the 25th percentile are provided Tier II reading intervention support using Lexia PowerUp. Progress is monitored using FastBridge bi-weekly, with some scholars identified through MTSS monitored weekly. Progress is monitored using FastBridge bi-weekly.
- Teachers frequently reflect upon interim and diagnostic data in order to determine instructional needs at the Tier I level (identify misconceptions and plan for support during instruction), create small groups, determine targeted, in-class interventions, and track individual progress.

Section D: Describe the system in place to help parents in your school understand how they can support the student as a reader and a writer.

- Teachers communicate/share interim and diagnostic data with parents regularly throughout the school year. This communication includes Family Data Conference Day, emails, phone calls, and text messages to share with families their student's progress and ways to support the student at home.
- Our Parent Advocate at Morningside is an integral part of our team and provides support to families on how they can support their student at home.
- Teacher leaders, coaches, guidance counselors, and administrators partner with our Parent Advocate to create meaningful opportunities for our school community to gather, learn, support, and celebrate.

Section E: Document how the school provides for the monitoring of reading achievement and growth at the classroom and school level with decisions about 6-8th grade intervention based on all available data to ensure grade-level proficiency in reading.

- Interim and diagnostic assessment data (multiple data points) are used to determine necessary intervention supports and schedule students in classes designed to bridge the gap between where the scholar is and grade-level achievement.
- MTSS teams are within each grade level (grade-level teachers, administrator, guidance counselor, school psychologist). They review all interim and diagnostic data, cross-walk the data points with state assessment data (9SCReady). Discusses ongoing feedback from teachers regarding formative and summative class-based data, and conducts IPS meetings with parents to collect additional data in order to make informed, data-driven decisions regarding interventions.
- Teachers engage in weekly DDI (data-driven instruction) meetings. Teachers use the backwards design approach to instruction, first unpacking the standards and internalizing the assessment(s), then drawing the direct connections between the assessment(s) and the content

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and skills embedded within the curriculum, creating exemplars/rubrics, identifying what skills need to be leveraged and how they will best support their scholars, and finally disaggregating the data once the assessment has been completed. Teachers spend time with their content partner looking at the trends in the data and identifying the weaker standards/skills that need to be re-taught in order for scholars to approach mastery.

Section F: Describe how the school provides teacher training based in the science of reading, structured literacy, and foundational literacy skills to support striving readers in 6-8th grade.

- All professional development opportunities specific to literacy and literacy-based subject areas are grounded in the science of reading and structured literacy. This is offered through in-house and district professional development
- Professional development/teacher training is offered each month (in-house), and content is always driven by interim, diagnostic, and summative data, as well as teacher feedback.
- Educational Epiphany Literacy Cards support some foundational literacy skills, but more specifically words parts and grammar, utilized by teachers when providing instruction around new vocabulary.
- Scaffolding, identifying misconceptions, and determining how scholars will be supported during the more challenging moments of learning are prioritized while planning for instruction in all Tier I classes.
- LETRS training opportunities are shared with teachers throughout the school year.

Section G: Analysis of Data

Strengths	Possibilities for Growth
● Teachers in nearly all content areas instruct using high-quality, grade-level curricula that allow for the routine practice of reading, speaking, and listening using complex literary and informational texts. ● Teachers are regularly collaborating within and across teams and content areas to support curriculum and instruction.	● Teachers need to implement strategies in every class to meet the needs of our MLL population of scholars. ● Professional development given to Social Studies teachers to support knowledge of SC standards and strategies for ELA to fully implement the cross-curricular instruction

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- Teachers routinely meet to analyze and disaggregate data around common formative and summative assessments to effectively plan for instruction and intervention. - Teachers routinely engage in job-embedded AND outside professional development learning opportunities to deepen their own content knowledge and continue to grow their pedagogical practices. - School-wide writing initiative where all classrooms are using the RACES strategy and monthly TDW practices.	Professional development on scaffolding techniques to use within the classroom to increase ELA proficiency for all students.
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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).

Goals	Progress
<u>Previous Goal #1</u> By spring of 2026, for grades 6-8, the percentage of students meeting or exceeding standards in SC Ready ELA will increase from 24.3% in spring of 2025 to 33.4% for spring of 2026.	Spring SCReady showed a slight increase in students meeting or exceeding standards on the ELA assessment. In 2025, 24.3% of students scored meets or exceeds, and in the spring of 2026, 26.2% of students scored meets or exceeds. However, we did not meet our goal of 33.4%.

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<u>Previous Goal #2:</u> Students will use a common writing framework (RACE) in all CORE subject areas, and will be given a monthly, specific TDW cross-curricular assignment that will be graded using the SC Ready TDW rubric, with the goal of increasing by 2% monthly, starting at a 5% proficiency as reported by 2025 SC Ready.	In spring 2025, 5% (22) of students scored in the 3 range (meets), and there were a total of 173 non-scorable TDWs. In spring 2026, 9% (43) of students scored a 3 or 4 (40 met and 3 exceeded). While the goal was not met, the number of non-scoreables dropped by 69 to a total of 104 non-scoreables, which puts us on the right track of moving students towards proficiency.
<u>Previous Goal #3:</u> Students will improve their individual vocabulary proficiency on i-Ready from 9% to 15% (2% a month) from fall to winter. We will look at implementation with fidelity weekly and vocabulary proficiency based on iReady reports monthly.	From Fall 2025 diagnostic to the 2026 Winter diagnostic, students grew from 9% to 14%, which made us just shy of the goal of 15% growth at the winter diagnostic. However, at the spring diagnostic, we grew from 9% to 16%.

Section I: Current SMART Goals and Action Steps Based on Analysis of Data

- Goals should be academically measurable. *All goals should focus on academic growth or achievement and align with the 2030 vision of 75% of students at or above grade level. 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.

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Goals	Action Steps
<u>Current Goal #1</u> By spring 2027, from grades 6-8, the percentage of students meeting or exceeding standards in SC Ready ELA will increase from 27.3% in the spring of 2026 to 37.6% for the spring of 2027.	● Utilizing iReady with fidelity in all Pride Time classes ● Increasing students reading more books through our partnership with our teacher librarian ● High-quality curricula being used with fidelity (StudySync and Into Literature for English I) ● Provide targeted, ongoing professional development around data analysis of all formative and summative assessments using the protocols found in DDI (data-driven instruction), such as See It/Name It/Do It in all content areas. ● Monthly book reports
<u>Current Goal #2:</u> Students will use a common writing framework (RACES) in all Core subject areas and will be given a monthly, specific cross-curricular assignment that will be graded using the SCReady TDW rubric, with the goal of increasing by 2% monthly, starting at a 39% proficiency as reported by 2026 SCReady.	● Refresher PD for any staff who is new or needs a refresher course in using the RACES strategy for the TDW and the grading process using the SCReady TDW rubric. ● Monthly TDW practices that are grade-level ● Analysis of the data each month to look at how students are progressing ● The use of Class Companion to give students in-the-moment feedback on their writing. ● The use of No Red Ink in Social Studies class, as well as ELA classes. ● Monthly book reports that students will have to complete.

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<u>Current Goal #3:</u> Students will improve their individual vocabulary proficiency on iReady from 16.2% to 24.2% (2% a month) from September-January min-year diagnostic testing.	● Educational Epiphany Literacy Cards to teach and support vocabulary growth through morphology by providing instruction on morphology to increase vocabulary. ● Increase the number of books being read through frequent visits to the school library ● Using iReady with fidelity during Pride Time