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? 3
- 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? 2
- How many CERDEP PreK teachers in your school have completed EC LETRS? 1
- How many CERDEP PreK teachers 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 Webber Elementary, reading assessment and instruction for PreK-5th grade students focus on ensuring students meet grade-level English/Language Arts standards using comprehensive instruction that follows the structured literacy framework including the instructional contexts of interactive read alouds, shared/close reading, reading and writing mini lessons, independent reading and writing, word study, and intervention. Key literacy skills are measured using the district's universal screeners, i-Ready Inform Reading, myIGDIS, and KRA. Fountas and Pinnell Benchmark Assessment System (BAS) is another assessment that is administered three times per year as an option to evaluate word solving, fluency, and comprehension to guide instructional practices for whole group, small group, and one-on-one instruction.

Our focus for this year is to ground our instruction using resources that support the science of reading with the usage of Orton-Gillingham (OG) strategies, strategies gleaned from LETRS (Language Essentials for Teachers of Reading and Spelling), Writing Rope components, and literacy curriculum adoption of Wonders. Our district created scope and sequence aligned to the 2024 College and Career Ready Standards (SCCCR) have embedded resources that also support improvement in tier one instructional practices.

- Oral Language- engagement through rich discussions and engaging interactive read alouds that enhances communication skills. Students' speaking and listening skills are regularly assessed through structured activities, ensuring every child can express themselves and build their confidence. We plan to support the teachers' use of informal observation throughout the instructional day as teachers observe how students interact with peers and adults, paying close attention to their language development to include sentence structure, clarity of speech, and ability to express thoughts.

- Phonological Awareness and Phonics-engagement in research-based activities built around the science of reading to support students' ability with becoming more attuned to the sounds in words. Students are given the i-Ready Inform Reading assessment in grades Kindergarten through second to assess their knowledge in print concepts, phonological awareness, phonics, and word recognition, fluency, and vocabulary acquisition and use. This assessment is given three times per year to track students' growth, while the i-Ready literacy tasks are given monthly to also track students' progression. As a diagnostic screener, students are given the Phonological Awareness Skills Test (P.A.S.T), sound and letter identification assessments, and Orton-Gillingham initial assessments.
- Fluency-usage of repeated readings from Orton Gillingham and guided practice that support building students' confidence and automaticity as readers.
- Vocabulary-direct instruction and contextual teaching and learning are used to enrich vocabulary understanding. OG Morphology is used to support vocabulary instruction.
- Comprehension-tier one direct instruction and small group instruction that includes comprehension strategies using metacognition, comprehension monitoring, graphic organizers, and reciprocal teaching to support students' ability to make connections and enhance their understanding.

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.

At Webber Elementary, word recognition assessment and instruction for PreK–5th grade students are strongly aligned to the science of reading, structured literacy, and foundational literacy skills. Instruction explicitly targets phonological awareness, phonics, fluency, and sight word recognition to ensure students develop automaticity in decoding. Teachers provide systematic and explicit instruction through high-quality instructional materials such as Wonders and Orton-Gillingham (OG) strategies, which emphasize multisensory, structured literacy practices.

To ensure instruction is aligned and data-driven, we use multiple valid and reliable state-approved assessments, including i-Ready Inform Reading, Mastery View Predictive Assessments (MVPA), SC Ready, i-Ready, Orton-Gillingham assessments, and Wonders assessments. Student progress is closely monitored through i-Ready literacy tasks, reading records, and OG assessments, especially for students in Tier 3. These data sources are analyzed in PLC and MTSS meetings to inform instruction, guide intervention pathways, and adjust supports based on each student's needs. Together, these practices ensure that foundational literacy instruction is explicit, systematic, and evidence-based, while assessment and progress monitoring provide the data needed to target word recognition and accelerate growth toward grade level proficiency.

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.

At Webber Elementary, i-Ready Inform Reading are used as universal screeners and are administered in the fall, winter, and spring. Teachers also use i-Ready literacy tasks monthly to track students' progress towards their goals. When students are identified as not demonstrating grade-level proficiency, diagnostic assessments are administered to identify specific areas of need. These include the Phonological Awareness Skills Test (P.A.S.T), sound and letter identification assessments, Orton-Gillingham initial assessments, the Benchmark Assessment System (BAS), and other classroom-based diagnostic measures. Together, these tools allow teachers to determine whether a student's needs fall within word recognition (phonological awareness, phonics, and fluency) or language comprehension (vocabulary and background language).

The data received from these assessments are triangulated with teacher observations and instructional planning reports to create targeted pathways of intervention. Teachers analyze these results during Professional Learning Communities (PLC) using structured data protocols to interpret findings, determine next steps, and plan individualized instruction. Using this data, students are tiered into urgent intervention, intervention, on-watch, and at/above grade level. Instruction is then tailored to address the specific areas of need, ensuring that all students receive the necessary support to progress toward grade-level reading proficiency.

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.

At Webber Elementary, we support families in helping their children as readers and writers through multiple systems of engagement and communication. Our Parent Engagement Specialist and School Improvement Council (SIC) play a key role in strengthening the home-school connection and promoting community involvement. Schoolwide literacy goals and expectations are communicated to parents at the beginning of the year during Meet the Teacher Night, Open House, and through ongoing class newsletters and school communication platforms such as, Talking Points. Families are also encouraged through events such as Family Literacy Night, Grits for Grandparents, Parent-Teacher Conferences, and school-wide programs, including seasonal concerts and performances. These programs help parents support literacy by encouraging family conversations, expanding background knowledge, and building vocabulary connected to what students are learning.

To ensure parents are regularly informed of student progress, i-Ready Reports are provided after each assessment, outlining the student's reading level, scaled and domain scores, and reading recommendations that include book titles within the student's zone of proximal development (ZPD). Teachers also provide consistent communication through "Telephone Tuesdays," where they make weekly parent contacts, and during conferences and data discussions with families. At many events, parents and caregivers are provided with books, engaging activities, and take-home resources to reinforce literacy skills at home.

Together, these systems ensure that parents and caregivers are consistently informed of literacy expectations, aware of their child's progress toward meeting them, and equipped with practical tools and resources to support reading and writing development 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.

At Webber Elementary, ongoing progress monitoring is an essential part of our system for ensuring reading achievement and growth for all students. Teachers and school teams regularly review data through Professional Learning Communities (PLCs) and Multi-Tiered System of Support (MTSS) meetings. A variety of data sources are used, including i-Ready Inform Reading, i-Ready literacy task, Mastery Connect (MVPAs, District Common Formative Assessments, and teacher-created assessments), and classroom-based observations. These multiple data points provide a comprehensive view of student performance across standards and reading domains.

Progress monitoring expectations are clearly defined within our MTSS framework. Students receiving Tier 2, targeted interventions are progress monitored monthly, while students in Tier 3, intensive interventions are progress monitored every two weeks. Students performing above grade level are also monitored to ensure that expected growth is maintained and exceeded. This tiered approach ensures equity by providing every student with the appropriate level of monitoring and support.

All students performing below benchmark receive daily targeted interventions in addition to Tier 1 core instruction. Data from progress monitoring is reviewed regularly by teachers and the MTSS team using structured decision trees, ensuring a fluid response to intervention process. This allows instructional pathways to be adjusted quickly based on student growth and need, whether in word recognition (phonological awareness, phonics, and fluency) or language comprehension (vocabulary, background knowledge, and comprehension strategies).

These systems ensure that student progress is continuously monitored, instructional decisions are responsive to student need, and families remain informed and engaged in supporting literacy growth at home.

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.

At Webber Elementary, teachers are provided with ongoing professional learning opportunities grounded in the science of reading, structured literacy, and foundational literacy skills. Training is aligned to research-based practices and designed to strengthen daily instruction across all three tiers of support. Our school and district are committed to providing teachers with grade-specific, job-embedded professional development and coaching that connects directly to high-quality instructional materials, assessments, and state standards.

Currently, all Prekindergarten through fifth grade ELA teachers, administrators, and special education teachers are participating in LETRS training, with sessions that began in September. This training is offered annually for new staff members and those who have not previously completed it. In addition, several teachers have received Orton-Gillingham (OG) training during the summer of 2024 and 2025, with remaining teachers that will be scheduled to participate in summer 2026. Teachers also engage in professional development on Wonders (new ELA textbook adoption). Empowering Writers, the district's scope and sequence, and training focused on implementing the 2024 South Carolina College and Career Ready Standards (SCCCR).

To ensure that learning translates into classroom practice, teachers receive ongoing coaching cycles, PLC collaboration, and embedded professional learning sessions. These include explicit training on Visible Learning components and explicit instruction practices, supporting teachers in making learning intentions clear, modeling skills step by step, providing guided practice, and gradually releasing responsibility to students. Training has also included the use of STAR assessments and Lexia, which align directly with the science of reading and structured literacy practices. School leaders actively participate in professional learning alongside teachers, ensuring consistent expectations, accountability, and alignment between training and classroom instruction.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• Monitoring reading growth and achievement using multiple sources of assessment data to guide instructional decisions for whole group, small group, and one-on-one instruction. • Teachers use 2024 South Carolina College and Career Ready Standards to plan and align instruction and develop learning intentions and success criteria that shows progression of learning. • Providing opportunities for parent involvement by providing workshops and newsletters.	• Ensuring word recognition instruction and assessments are aligned with the science of reading. • Increasing the number of teachers and administrators being trained in LETRS and Orton-Gillingham to ensure our instruction is aligned with structured literacy and the science of reading. • Teachers work together in teams during MTSS meetings and PLCs to analyze data and establish goals for students.

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 58.8% to 75% in the spring of 2026.	According to the 2026 SC READY data, 45.7% of third-grade students met the identified performance benchmark. Based on this data, the school will continue working toward improving student achievement and reducing the percentage of students scoring in the Does Not Meet category. Instructional efforts will focus on providing individualized interventions through one-on-one instruction and small-group instruction. Teachers will use multiple forms of assessment data to identify learning gaps, monitor student progress, and adjust instruction as needed. These data sources will include universal screeners, reading records, common formative assessments, rubrics, checklists, and student conferencing data. Continued monitoring and targeted instructional support will help strengthen foundational reading skills and increase the number of students performing in the Meets or Exceeds categories.
Previous Goal #2: By Spring 2026, increase the percentage of students in grades Kindergarten through fifth scoring meets and exceeds from % in the spring of 2025 to % in the spring of 2025 as measured by the STAR Reading or STAR Early Literacy assessment.	According to the 2026 i-Ready data, 29.8% of students scored in the Meets or Exceeds categories. Although continued growth is needed, this data provides a baseline for measuring student progress throughout the school year. We will continue focusing on increasing the percentage of students performing at the Meets or Exceeds levels through targeted instruction, differentiated learning experiences, and individualized interventions. Teachers will use i-Ready diagnostic results and ongoing

	progress-monitoring data to identify learning gaps, adjust instruction, and provide targeted support through small-group and one-on-one instruction. Progress will be monitored throughout the year to strengthen student achievement and increase the number of students meeting grade-level expectations.
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.	This goal was met, as teachers received ongoing support focused for PLOs focused on deconstruction of standards and utilizing formative assessment data to plan, execute, and reflect on daily instructional practices. Teachers were engaged in guided planning with the Reading Coach weekly or bi-weekly. Teachers were also engaged in data-driven PLCs.

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 45.9% to 55% in the spring of 2027.	• We will continue implementing the following action steps to increase the percentage of third-grade students scoring Meets and Exceeds on the spring 2027 assessment: • Explicitly teach literacy skills aligned with the South Carolina College- and Career-Ready ELA Standards, focusing on foundational literacy, reading comprehension, research, written and oral communication, and overarching expectations. • Deconstruct standards for instructional implementation using clearly defined Learning Intentions and Success Criteria to ensure students understand what they are learning and how they will demonstrate mastery. • Review and analyze i-Ready Diagnostic data from fall, winter, and spring to guide instructional planning, identify learning gaps, and determine appropriate interventions. • Analyze assessment data from the Fountas and Pinnell Benchmark Assessment System (BAS), as applicable, during fall, winter, and spring to guide small-group instruction and targeted interventions. • Implement instruction during the uninterrupted 180-minute literacy block using the district's scope and sequence, clustered standards, and curriculum resources aligned with the science of reading. • Triangulate assessment data, including i-Ready results, classroom assessments, student work, and teacher observations, to identify individual student needs and guide differentiated instruction. • Progress monitor students using weekly or biweekly running records, classroom formative assessments, and i-Ready progress-monitoring tools to evaluate growth and adjust instruction. • Provide daily, targeted intervention in addition to Tier 1 instruction, including a dedicated 30-minute intervention block for students who need additional reading support.

	• Utilize i-Ready My Path to provide individualized, standards-aligned literacy instruction based on students' diagnostic results and learning needs. Monitor student engagement, lesson completion, and progress toward grade-level expectations. • Build teacher capacity through modeled lessons, guided planning sessions, and Professional Learning Communities (PLCs) focused on analyzing student data, strengthening instructional practices, and adjusting instruction to improve student outcomes.
Current Goal #2: By Spring 2027, increase the percentage of students in grades Kindergarten through fifth scoring in the Meets and Exceeds categories from 29.8% to 40% as measured by the i-Ready Diagnostic assessment. Teachers will use i-Ready Diagnostic data and My Path lessons to identify learning gaps, provide targeted interventions, differentiate instruction, and monitor student progress to improve student achievement and increase the number of students meeting or exceeding grade-level expectations.	We will continue with the following action steps to increase student growth levels in i-Ready Inform: • Progress monitor using i-Ready literacy task. • Conduct reading groups daily using the data from the instructional planning report generated from i-Ready Inform showing the focus skills to guide instruction and practice in the areas of Foundations of Literacy and Applications of Reading. • Utilization of Lexia and i-Ready mypath, individualized skills practice for literacy, to provide additional supplemental instruction for students. Lexia supports students who are still mastering foundational skills and i-Ready mypath supports students who are reading independently. The adaptive foundational literacy practice and comprehension practice are aligned to the science of reading using data from i-Ready Inform. • Increase reading stamina for all students. Teachers have reading stamina charts in their classrooms to support reading growth by providing a visual way for students to track and measure the amount of time they spend reading independently. This will continue to support our students with building their endurance and focus, with a goal of improved comprehension and fluency. • Set personal goals for improvement in reading. • Keep track of progress and celebrate achievements along the way.

	• Adjust instruction based on the results of these assessments to address areas of growth.
Current Goal #3: By the end of the 2026–2027 school year, 100% of Pre-K–5th grade teachers will participate in monthly Professional Learning Opportunities (PLOs) focused on strengthening writing instruction through the use of the Writing Rope framework, narrative, informational, and opinion writing, and Visible Learning strategies, including clear Learning Intentions, Success Criteria, and effective feedback. These professional learning opportunities will support teachers in improving instructional practices, using formative assessment data to guide instruction, and providing targeted writing interventions to meet students' individual needs. Progress will be measured through school-wide writing assessments, student work samples, and ongoing formative assessment data, with the goal of increasing student writing proficiency by at least 10% by spring 2027.	Action Steps Pre-K-5: • Utilize SC State Standards to explicitly teach the literacy skills and strategies of reading, writing, listening, and speaking to engage students in all content areas. • Conduct teacher surveys on current writing instructional practices and knowledge of the Writing Rope and Visible Learning strategies. • Analyze previous year's student writing data to establish baseline proficiency levels. • Schedule monthly sessions to include but not limited to: • Writing Rope components (e.g., sentence structure, text structure, writing processes) o Writing modes (narrative, informational, opinion) o Visible Learning strategies (learning intentions, success criteria, feedback) o Align PLOs with grade-level writing standards and pacing guides. • Provide coaching cycles, model lessons, and guided planning. • Provide resources, exemplars, and anchor charts teachers can use in classrooms. • Conduct Professional Learning Communities (PLC) meetings to review data and student work. • Administer end-of-year writing assessment and analyze growth.