

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? 2
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 20
- How many teachers in your school are beginning Volume 1 of LETRS this year? 5
- How many teachers in your school are beginning Volume 2 of LETRS this year? 2
- 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.

By systematically addressing oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension, teachers ensure that students build the foundational skills necessary for reading proficiency. These components are aligned with grade-level ELA standards, which progressively increase in complexity across grades PreK-5, ensuring that students develop the skills needed to meet or exceed those standards. The ongoing assessment allows for timely interventions and adjustments to instruction, ensuring that all students, regardless of their literacy level, are progressing towards grade-level goals and standards in English/Language Arts.

Oral Language Development

- Instruction: Teachers engage students in activities like storytelling, discussions, and interactive read-alouds, encouraging them to use complex language structures and vocabulary.
- Assessment: Teachers assess oral language through observational checklists, anecdotal records, and student responses during discussions and read-alouds to measure progress in language development.
- Impact on Reading: Strong oral language skills help students understand the meaning of words and concepts when they encounter them in texts, facilitating better comprehension.

Phonological Awareness

- Instruction: Teachers use programs like: UFLI, Brainspring, Heggerty, Open Court, HMH into Reading and LETRS to explicitly teach skills such as rhyming, syllable counting, onset-rime, and phoneme segmentation and blending.

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- Assessment: Teachers assess students' phonological awareness using oral tasks (e.g., identifying beginning sounds, blending sounds) and tools like the Phonological Awareness Screening Test (PAST), Assessment for Reading Instruction Phonological Awareness Screeners, Easy CBM testing, UFLI phonological resources, and Brainspring Phonological Awareness Screeners to document student progress.
- Impact on Reading: Strong phonological awareness enables students to connect sounds to letters, which is critical for decoding words and reading fluently.

Phonics

- Instruction: Teachers use systematic and explicit phonics and foundational literacy programs such as UFLI Foundations, HMH Into Reading, Heggerty, Brainspring, Open Court, Orton-Gillingham, and Reading A-Z to teach phonemic awareness, letter-sound correspondences, decoding, blending, word recognition, and spelling patterns. Instruction is differentiated based on students' specific foundational reading needs.
- Assessment: Teachers use regular formative assessments and progress-monitoring tools to measure students' mastery of phonics and foundational skills. These include UFLI Pre- and Post-Assessments, Reading A-Z assessments, EasyCBM, decoding and encoding tasks, and curriculum-based assessments. Data are used to identify skill gaps, monitor student growth, and determine appropriate next steps for instruction and intervention.
- Impact on Reading: Explicit phonics instruction helps students decode unfamiliar words, recognize spelling patterns, and develop automatic word recognition. As these foundational skills strengthen, students are better able to read accurately and fluently, allowing them to focus more attention on vocabulary and reading comprehension.

Fluency

- Instruction: Teachers build fluency through explicit modeling, repeated reading, partner reading, and oral reading practice using resources such as UFLI Fluency Passages, Reading A-Z Fluency Passages, Open Court Fluency Passages, and EasyCBM Passage Reading Fluency passages. Students practice reading accurately, smoothly, at an appropriate rate, and with expression and phrasing.
- Assessment: Teachers assess fluency using UFLI Fluency Passages, Reading A-Z Fluency Passages with Fiction and Nonfiction Retelling Rubrics, Open Court Fluency Passages, and EasyCBM Passage Reading Fluency. These tools measure skills such as accuracy, words correct per minute (WCPM), rate, phrasing, expression, and comprehension/retelling. Teachers use the data to monitor progress and determine students' next instructional steps.
- Impact on Reading: Strong fluency allows students to read accurately, automatically, and with appropriate expression, reducing the effort needed to decode individual words. This allows students to focus more attention on understanding, interpreting, and responding to the text, ultimately strengthening overall reading comprehension.

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Vocabulary

- Instruction: Teachers provide explicit, intentional vocabulary instruction using strategies aligned with LETRS: Introducing a New Word, including providing a student-friendly definition, explaining the word's meaning in context, giving examples and nonexamples, connecting the word to students' prior knowledge, and providing multiple opportunities for students to use the word orally and in writing. Teachers also use word walls, context clues, morphology (prefixes, suffixes, roots/base words), word and semantic mapping, read-alouds, shared reading, and content-area lessons to deepen word knowledge. Open Court and HMH Into Reading provide opportunities for vocabulary development within daily literacy instruction.
- Assessment: Teachers assess vocabulary through student discussions, oral responses, writing, vocabulary activities, and curriculum-based assessments in Open Court and HMH Into Reading. Academic vocabulary development is embedded throughout HMH Into Reading lessons. Teachers may also use vocabulary quizzes, word/semantic maps, context-clue tasks, and written responses to determine whether students can understand and appropriately use new words in context. Wordly Wise is also used in afterschool programming to provide additional practice with vocabulary acquisition and reading comprehension.
- Impact on Reading: A strong vocabulary helps students understand increasingly complex texts, determine meaning from context, make connections among ideas, and communicate their understanding more precisely. Explicit vocabulary instruction strengthens both oral language and reading comprehension, allowing students to engage more deeply with literary, informational, and content-area texts.

Comprehension

Instruction: Teachers explicitly teach comprehension strategies such as predicting, questioning, summarizing, making inferences, identifying main idea/details, story elements, sequencing, comparing and contrasting, 5Ws and 1H, and using text evidence. Teachers also use discussions, reading conferences, and Retelling Rubrics to support understanding.

Assessment: Comprehension is assessed through discussions, oral retellings, comprehension questions, written responses, summaries, Student Reading Comprehension Assessments: Retelling Rubrics, and standards-based assessments. Data are used to identify needs and guide instruction.

Impact on Reading: Strong comprehension skills help students understand, analyze, and respond to increasingly complex texts, supporting success across all academic areas.

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.

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Word Recognition Assessment and Instruction for PreK-5 Students is critical for building strong foundational literacy skills. By aligning instruction to the science of reading, structured literacy, and foundational literacy skills through programs like: LETRS, Open Court, Heggerty, Brainspring, UFLI Assessments and targeted instruction, LAP and SDF Assessments, and HMH Into Reading; educators ensure a systematic, evidence-based approach that enhances student literacy outcomes. When word recognition instruction follows structured literacy principles, it ensures students master foundational skills in a clear, progressive way before advancing to more complex reading tasks.

LETRS: Language Essentials for Teachers of Reading and Spelling

- Science of Reading Focus: LETRS provides professional learning grounded in the Science of Reading and structured literacy.
- Instruction: Teachers apply LETRS knowledge to explicitly teach phonemic awareness, phonics, blending, segmenting, decoding, encoding, and automatic word recognition.
- Assessment & Data: Assessment data are used to identify foundational skill gaps and guide explicit, targeted instruction.

UFLI Foundations

- Structured Literacy Approach: UFLI provides explicit, systematic, and sequential phonics instruction to develop accurate and automatic word recognition.
- Instruction: Students receive targeted instruction in phonemic awareness, letter-sound correspondences, blending, decoding, encoding, irregular words, and increasingly complex phonics patterns.
- Assessment: Teachers use UFLI Pre-Assessments/Placement Tests to identify specific skill needs and determine students' instructional starting points. Instruction is targeted according to the UFLI Scope and Sequence, with UFLI Pre- and Post-Assessments used to monitor progress and mastery.

Open Court

- Structured Literacy Approach: Open Court provides systematic foundational skills instruction within the core literacy block.
- Instruction: Teachers explicitly teach phonemic awareness, letter-sound relationships, blending, decoding, spelling patterns, and high-frequency words.
- Assessment: Curriculum-based formative assessments and decoding tasks are used to monitor mastery and guide instruction.

Brainspring

- Multisensory Structured Literacy: Brainspring provides explicit, systematic, sequential, and multisensory literacy instruction for students requiring additional or intensive foundational reading support.

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- Instruction: Instruction targets phonemic awareness, phonics, decoding, encoding, syllable patterns, spelling, and automatic word recognition through multisensory practice.
- Assessment: Student performance and progress-monitoring data are used to determine instructional needs, adjust intervention, and monitor skill mastery.

Heggerty

- Phonemic Awareness Focus: Heggerty provides explicit and systematic instruction in phonological and phonemic awareness.
- Instruction: Students practice rhyming, blending, segmenting, isolating, adding, deleting, and substituting sounds.
- Assessment: Student performance is monitored to identify phonemic awareness needs and guide targeted support.

HMH Into Reading

- Comprehensive Literacy Program: HMH Into Reading integrates foundational literacy with fluency, vocabulary, comprehension, writing, and content knowledge.
- Instruction: Teachers provide systematic instruction and practice in phonics, decoding, spelling patterns, high-frequency words, and word recognition.
- Assessment: Curriculum-based formative and progress-monitoring assessments help teachers identify needs and differentiate instruction.

LAP Documents & Assessments

- Assessment for Reading Instruction: Teachers use the Assessment for Reading Instruction to identify students' reading strengths and areas of need and to guide targeted instruction and intervention.
- Comprehension Retelling Rubrics: Fiction and Nonfiction Comprehension Retelling Rubrics are used to evaluate students' ability to understand, recall, organize, and retell important information from text.
- Data-Based Instruction: Results from LAP assessments are used alongside other student data to monitor progress, document growth, and determine appropriate next instructional steps.

Key Elements Across JKE Programs

Across JKE, literacy instruction emphasizes phonemic awareness, explicit phonics, decoding and encoding, word recognition, fluency, vocabulary, and comprehension. Teachers use assessment data, including UFLI Pre-Assessments/Placement Tests, to identify skill gaps and target instruction using the UFLI Scope and Sequence.

Science of Reading Alignment

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LETRS, UFLI, Open Court, Brainspring, Heggerty, HMH Into Reading, and LAP resources provide structured, data-driven instruction that builds foundational skills and supports fluent reading and strong comprehension.

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.

MAP Growth Testing

Administered throughout the year to measure students' reading achievement and growth and identify students performing below grade-level expectations.

EasyCBM

Used to assess and monitor specific reading skills, including foundational skills, vocabulary, and reading fluency, and to track student progress over time.

Progress Learning

Used to assess students' mastery of grade-level ELA standards, identify areas of strength and need, and guide targeted instruction.

Diagnostic Assessments

Additional assessments, including UFLI Pre-Assessments/Placement Tests and LAP assessment documents, help pinpoint specific needs in word recognition and language comprehension.

Data-Driven Intervention

Teachers use screening, diagnostic, and progress-monitoring data to provide targeted instruction and intervention based on individual student needs.

After screening, students who fail to demonstrate proficiency are flagged for further diagnostic evaluation.

Diagnostic Assessment to Determine Intervention Pathways

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After universal screening, students who do not demonstrate grade-level proficiency receive additional diagnostic assessment to identify specific skill gaps. Data are used to determine whether intervention should primarily target word recognition, language comprehension, or both.

Word Recognition Diagnostic Assessments

- UFLI Pre-Assessments/Placement Tests are used to identify specific needs in phonemic awareness, phonics, decoding, and word recognition and to determine the appropriate starting point within the UFLI Scope and Sequence.
- EasyCBM and LAP Assessment for Reading Instruction provide additional data on foundational reading skills and fluency.
- Assessment results are used to identify gaps and plan targeted small-group or intervention instruction.

Language Comprehension Diagnostic Assessments

- MAP Growth, EasyCBM, Progress Learning, HMH Into Reading, and LAP Comprehension Retelling Rubrics provide information about students' vocabulary and comprehension skills.
- Teachers analyze students' ability to identify main ideas and details, retell and summarize, make inferences, use context clues, and demonstrate understanding of literary and informational texts.

Targeted Pathways of Intervention

Word Recognition Interventions

For students with foundational reading needs:

- Phonemic Awareness & Phonics: UFLI Foundations, Heggerty, Open Court, and Brainspring provide explicit, systematic instruction in phonemic awareness, letter-sound correspondences, blending, segmenting, decoding, and encoding.
- Targeted Instruction: UFLI instruction is matched to students identified needs using the UFLI Scope and Sequence.
- Fluency & Automaticity: Students receive repeated practice with decodable and connected text to strengthen accuracy, automatic word recognition, rate, and fluency.

Language Comprehension Interventions

For students who need additional support understanding text:

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- Vocabulary: HMH Into Reading and Open Court support explicit instruction in academic vocabulary, word meanings, morphology, and using words in context.
- Comprehension: Teachers explicitly teach strategies such as predicting, questioning, summarizing, making inferences, identifying main idea/details, sequencing, and using text evidence.
- Oral Language: Discussions, read-alouds, retellings, and oral responses strengthen background knowledge, vocabulary, and listening comprehension.

Ongoing Progress Monitoring

Teachers regularly review student data to determine whether interventions are effective and adjust instruction as needed.

- Word Recognition: UFLI Pre- and Post-Assessments/Placement Tests, EasyCBM, and LAP assessment documents
- Language Comprehension: EasyCBM, MAP Growth, Progress Learning, HMH Into Reading assessments, and LAP Comprehension Retelling Rubrics
- Instructional Decisions: Data are used to adjust groups, target specific skills, monitor growth, and determine when additional or more intensive intervention is needed.

Through this data-driven process, JKE provides explicit, targeted, and responsive literacy instruction based on each student's identified needs in word recognition and/or language comprehension.

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 the school, there is a comprehensive system in place to empower parents with the tools and knowledge they need to support their child's literacy development at home. This system includes multiple initiatives aimed at fostering a partnership between the school and parents, providing guidance, resources, and regular communication to promote reading and writing skills.

Parent University

- Workshops and Training: Parent University offers workshops designed to educate parents on the literacy instruction methods used in the classroom, such as phonemic awareness, decoding, vocabulary building, and comprehension strategies.
- Practical Support: Parents learn how to apply these strategies at home, making everyday activities, like reading books together or discussing stories, more impactful.

Title One Monthly Meetings

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- **Literacy-Focused Discussions:** These meetings are an opportunity to provide parents with updates on literacy initiatives and goals at the school. Parents learn how Title One funding is used to support literacy and are provided with strategies to help their children at home.
- **Parent Engagement:** The meetings include sessions on reading practices, home literacy activities, and ways to create a reading-friendly environment at home.

Student Data Folder Conversations:

- **Personalized Feedback:** These conversations offer parents insight into their child's progress in reading and writing. Teachers review student data folders that track literacy performance, discussing specific strengths and areas for improvement.
- **Actionable Home Support:** Teachers suggest targeted literacy activities parents can do at home based on their child's current needs, such as working on sight words, fluency practice, or engaging in more complex texts.

Parent Conferences:

- **One-on-One Literacy Goals:** During parent conferences, teachers provide detailed feedback on each student's reading and writing progress. Parents receive specific recommendations for supporting literacy at home, including tailored reading lists and writing prompts.
- **Collaborative Action Plans:** Together, parents and teachers set goals for literacy improvement and identify key areas where support at home can reinforce classroom instruction.

Literacy Nights:

- **Interactive Literacy Events:** Literacy Nights are designed to engage both parents and students in fun, educational activities that promote reading and writing skills. These events often feature interactive storytelling, read-alouds, and writing exercises that parents can replicate at home.
- **Take-Home Resources:** Families are provided with reading materials and literacy games to support continued learning at home.

Collaborative Conversations with the Reading Coach:

- **Expert Guidance:** Parents meet with the Reading Coach to discuss their child's literacy development and receive expert advice on how to further support their learning at home.
- **Customized Literacy Plans:** The Reading Coach provides personalized tips, activities, and resources to help parents strengthen specific areas, such as fluency, comprehension, or vocabulary, based on their child's needs.

Parent Square Literacy Reminders:

- **Regular Literacy Tips:** Through Parent Square, parents receive frequent reminders and suggestions for supporting literacy at home, including quick tips for reading fluently, vocabulary exercises, or writing prompts.
- **Family Engagement:** The reminders encourage ongoing family involvement in literacy development by offering simple, effective strategies parents can incorporate into daily routines.

Teacher's SMORE Newsletters:

- **Consistent Communication:** Teachers at JKE use weekly SMORE newsletters as an ongoing communication tool to keep families informed about current reading and writing skills, standards, classroom learning, and upcoming assessments.

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- **Importance of Newsletters:** Newsletters provide parents with practical strategies, resources, and suggested activities they can use at home to reinforce literacy skills. This consistent communication strengthens the home-school partnership and helps families actively support their child's growth as a reader and writer.

Midlands Reading Consortium and JKE Partnership:

- **Individualized Reading Support:** Midlands Reading Consortium (MRC) provides trained community volunteers who work with JKE students to strengthen reading skills through additional practice and encouragement. These positive interactions help build students' confidence, fluency, comprehension, and love of reading.
- **Home and Community Connection- Building Lifelong Readers:** MRC provides students with culturally relevant and content-related books, resiliency kits, and additional literacy resources that encourage reading and learning beyond the classroom. Through programs such as the STEM Girls Career Exploration Program, students also participate in hands-on experiences that build background knowledge, promote career exploration, and strengthen reading proficiency.
- **Building Lifelong Readers:** MRC strengthens the connection between school, home, and community by providing meaningful literacy experiences and resources that extend student learning. These opportunities help increase engagement and foster a lifelong love of literacy.

Sending Home a List of Tips for Parents to Increase Literacy Support at Home:

- **Practical Literacy Tips:** The school sends home lists that offer practical advice on how parents can promote reading and writing at home. These tips include ideas like setting aside daily reading time, discussing stories, encouraging writing activities, and building vocabulary through conversations.
- **Home Literacy Activities:** The tips focus on making literacy fun and accessible, helping parents integrate literacy support into everyday activities.

Sending Home Individualized Homework Assignments for ELA Based on Student Data: Supporting Parent Involvement

Sending home individualized homework assignments for English Language Arts (ELA) based on each student's data is an effective strategy to engage parents in their child's literacy development. This approach fosters a partnership between the school and parents by aligning home activities with classroom instruction and providing targeted support. Here's how it encourages meaningful parent involvement:

Personalized and Targeted Support

- **Tailored to Student Needs:** Homework assignments based on student data (such as assessment results from MAP Testing, EasyCBM, or classroom performance) ensure that the tasks are designed to address the specific literacy challenges and strengths of the student. This makes it easier for parents to understand exactly where their child needs help, whether it's phonics, comprehension, or vocabulary.
- **Clear Focus Areas for Parents:** With specific guidance, parents can focus on particular literacy skills at home, whether it's practicing sight words, fluency, or comprehension strategies. This eliminates guesswork, providing parents with clear, actionable ways to help their child.

Improved Communication Between Parents and Teachers

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- **Regular Feedback Loop:** Individualized homework assignments based on student progress help open ongoing communication between teachers and parents. When parents see what their child is working on at school, they are more likely to engage with the teacher to understand their child's progress and needs.
- **Parent-Teacher Collaboration:** This communication fosters collaboration, enabling parents and teachers to work together to reinforce skills being taught in the classroom. Parents become active partners in their child's literacy journey.

Reinforcing Classroom Learning at Home

- **Extension of Classroom Instruction:** Individualized assignments extend the learning that happens in the classroom to the home. Parents are better able to support the specific lessons their child is receiving, leading to consistent reinforcement of key literacy concepts.
- **Skill Practice in Real-Life Contexts:** Parents can provide real-world examples and activities that complement the homework, such as reading aloud together, discussing stories, or practicing spelling words during everyday routines.

Empowering Parents with Tools and Strategies

- **Guided Home Practice:** Individualized homework often comes with instructions or suggested strategies for parents to help their child, providing them with the knowledge and tools they need to assist effectively. This guidance can help parents feel more confident in supporting their child's literacy growth.
- **Modeling Learning Techniques:** By following the homework instructions, parents can model effective literacy practices, such as decoding strategies, comprehension techniques, or vocabulary development, enhancing their child's learning experience.

Fostering a Sense of Accountability and Ownership

- **Parental Involvement in Learning Goals:** When parents see individualized homework that reflects their child's progress, they are more likely to engage in discussions about learning goals. This involvement helps parents take ownership of their role in supporting academic success.
- **Encouraging Student Accountability:** Individualized assignments also encourage students to take ownership of their learning. Knowing that their parents are involved in their progress can motivate students to complete tasks with greater focus and effort, fostering responsibility.

Tracking Progress Together

- **Visible Progress for Parents:** Individualized homework allows parents to observe their child's growth over time. When assignments are based on the child's specific learning needs, parents can see progress more clearly, giving them an opportunity to celebrate achievements and address ongoing challenges.
- **Opportunity for Parent Feedback:** Parents can provide feedback to the teacher on how their child is doing with the homework, adding valuable insights into the child's learning outside the classroom.

Sending home individualized ELA homework based on student data not only provides targeted practice for students but also empowers parents to actively participate in their child's literacy development. By offering clear, personalized, and focused tasks, parents are better equipped to support learning at home, creating a stronger home-school connection and fostering greater literacy outcomes for students.

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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.

Joseph Keels Elementary School uses a comprehensive system to monitor reading achievement and growth at both the classroom and school levels. Multiple data sources are used to identify student needs, monitor progress, and adjust interventions. Key components include MTSS meetings, RTI processes, EasyCBM progress monitoring, Richland 2 LAP/SDF vetted assessments, UFLI assessments, and targeted interventions using programs such as UFLI, Brainspring, and Heggerty.

MTSS Meetings for Students Needing Support

- Multi-Tiered System of Supports (MTSS): Regular MTSS meetings provide opportunities for teachers, interventionists, specialists, and administrators to review students who need additional academic support and collaboratively determine appropriate next steps.
- Data Review: Teams analyze screening, diagnostic, progress-monitoring, intervention, and classroom data to identify skill gaps, evaluate student growth, and make timely instructional decisions.

RTI (Response to Intervention) Framework

- Tiered Intervention System: Students receive support based on their level of need:
 - o Tier 1: High-quality core instruction and targeted support for all students.
 - o Tier 2: Targeted small-group intervention based on identified reading skill deficits.
 - o Tier 3: Intensive, individualized intervention for students demonstrating significant or persistent reading difficulties.
- Ongoing Progress Monitoring: Students receiving Tier 2 and Tier 3 support are monitored regularly to determine intervention effectiveness and make adjustments as needed.

EasyCBM for Progress Monitoring

- Benchmarking and Monitoring Growth: EasyCBM is used to assess and monitor reading skills such as foundational skills, fluency, vocabulary, and comprehension.
- Data-Driven Adjustments: Teachers use EasyCBM data to monitor growth and determine whether instruction or intervention needs to be continued, intensified, or adjusted.

Richland 2 LAP/SDF Vetted Running Records and Assessments

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- Reading Performance: Richland 2's LAP/SDF vetted Running Records and assessments are used to gather additional information about students' accuracy, fluency, and comprehension.
- Instructional Planning: Results help teachers identify specific reading needs, differentiate instruction, form targeted groups, and monitor student progress.

UFLI Assessments & Targeted Phonics Instruction

- Diagnostic Assessment: UFLI Pre-Assessments/Placement Tests are used to identify specific needs in phonemic awareness, phonics, decoding, and word recognition.
- Targeted Instruction: Results determine students' instructional starting points, with intervention aligned to the UFLI Scope and Sequence. Pre- and Post-Assessments are used to monitor skill mastery and growth.

Heggerty for Phonemic Awareness

- Explicit Phonemic Awareness: Heggerty provides systematic practice with skills such as blending, segmenting, isolating, adding, deleting, and substituting sounds.
- Targeted Support: Heggerty can be used with students who demonstrate specific phonological or phonemic awareness needs, with progress monitored to determine instructional next steps.

Brainspring for Intensive Intervention

- Structured Literacy Instruction: Brainspring provides explicit, systematic, sequential, and multisensory instruction for students requiring more intensive foundational reading support.
- Focused Skill Development: Instruction targets phonemic awareness, phonics, decoding, encoding, spelling patterns, and word recognition based on identified student needs.
- Progress Monitoring: Student data are reviewed regularly to evaluate the effectiveness of intervention and adjust instruction as necessary.

Data-Driven Decision Making

Together, MTSS, RTI, EasyCBM, Richland 2 LAP/SDF vetted assessments, UFLI, Heggerty, and Brainspring provide a systematic approach to identifying needs, delivering targeted intervention, and monitoring student growth. Data are continuously reviewed to ensure students receive the appropriate level and intensity of literacy support needed to progress toward grade-level proficiency.

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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.

Joseph Keels Elementary School provides ongoing, job-embedded professional development to ensure PreK–5 teachers have the knowledge, resources, and instructional practices needed to support all readers. Training is grounded in the Science of Reading, structured literacy, foundational literacy skills, and data-driven instruction. The Reading Coach provides professional development, modeling, coaching, collaborative planning, and ongoing support to help teachers effectively implement research-based literacy practices.

Professional Development through the Science of Reading

- Science of Reading Focus: The Reading Coach leads professional development emphasizing the essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Evidence-Based Practices: Teachers receive training in explicit, systematic, and cumulative instruction, including decoding, encoding, oral language, word recognition, and comprehension strategies.
- Job-Embedded Coaching: Professional learning is reinforced through classroom observations, modeling, co-teaching, coaching cycles, feedback, PLCs, and collaborative planning.

LETRS Training and Support

- LETRS Professional Learning: K–3 teachers participate in LETRS training to strengthen their understanding of how students learn to read, how to identify reading difficulties, and how to provide effective instruction and intervention.
- Practical Application: The Reading Coach provides LETRS tips, tools, resources, and follow-up support to help teachers transfer their learning into daily classroom instruction.
- Foundational Skills: LETRS learning supports explicit instruction in phonemic awareness, phonics, decoding, encoding, fluency, vocabulary, and comprehension.

UFLI Foundations Training

- Structured Literacy: Teachers receive training and ongoing support with UFLI Foundations, including explicit and systematic phonics routines, lesson implementation, manipulatives, and decodable text.

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- Assessment & Targeted Instruction: Teachers are trained to administer UFLI Pre-Assessments/Placement Tests and use the results to determine instructional starting points based on the UFLI Scope and Sequence.
- Progress Monitoring: UFLI Pre- and Post-Assessments are used to monitor skill mastery and determine instructional next steps.

HMH Into Reading & Open Court Training

- Curriculum Implementation: Teachers receive training and coaching on effective implementation of HMH Into Reading and Open Court, including foundational literacy, vocabulary, fluency, comprehension, and writing.
- Instructional Support: The Reading Coach supports teachers with lesson planning, differentiation, small-group instruction, assessment, and progress monitoring to ensure instruction meets students' individual needs.

Brainspring & Heggerty Training and Support for Tier 3 Intervention

- Brainspring: Teachers and interventionists receive support with explicit, systematic, sequential, and multisensory structured literacy practices for students requiring more intensive foundational reading intervention.
- Heggerty: Teachers receive support with systematic phonological and phonemic awareness instruction, including blending, segmenting, isolating, adding, deleting, and substituting sounds.
- Targeted Intervention: These resources provide additional support for students with identified needs in phonemic awareness, phonics, decoding, encoding, and word recognition.

LAP/SDF Vetted Assessments & Resources

- Assessment Training: Teachers receive guidance on administering and interpreting Richland 2 LAP/SDF Vetted Assessments, including the Assessment for Reading Instruction, vetted Running Records, and Comprehension Retelling Rubrics.
- Data-Driven Instruction: Teachers use these assessments to identify needs in word recognition, fluency, and language comprehension and to plan targeted instruction and intervention.
- Progress Monitoring: The Reading Coach supports teachers with LAP/SDF requirements, assessment administration, documentation, progress monitoring, and individualized reading goals.

Data Analysis, MTSS & RTI Support

- Data-Based Professional Learning: The Reading Coach facilitates and supports PLCs, data meetings, MTSS/RTI discussions, and grade-level planning using data from MAP Growth, EasyCBM, Progress Learning, UFLI, LAP/SDF assessments, and classroom assessments.

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- Instructional Decision-Making: Teachers learn to use data to identify skill gaps, create flexible groups, select appropriate interventions, monitor growth, and adjust the intensity of support.
- Ongoing Support: Training is responsive to student and teacher needs and includes refresher sessions, instructional resources, fidelity tools, assessment guides, demonstrations, and opportunities for teachers to practice new routines.

Overall Impact

Through LETRS, UFLI Foundations, HMH Into Reading, Open Court, Brainspring, Heggerty, Richland 2 LAP/SDF resources, coaching, PLCs, and data analysis, JKE provides a comprehensive system of professional learning. Teachers receive ongoing support to implement explicit, systematic, structured, and data-driven literacy instruction, ensuring that PreK–5 students receive instruction and intervention aligned with their individual needs and progress toward grade-level reading proficiency.

Section G: Analysis of Data

Strengths	Possibilities for Growth
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- ☐ Science of Reading Alignment: JKE uses LETRS, UFLI, Brainspring, Heggerty, Open Court, HMH Into Reading, and LAP/SDF resources to support structured literacy.
- ☐ Explicit Foundational Skills Instruction: Teachers systematically teach phonemic awareness, phonics, decoding, encoding, fluency, vocabulary, and comprehension.
- ☐ Targeted Phonics Instruction: UFLI assessments and the Scope and Sequence guide targeted instruction and progress monitoring.
- ☐ Multiple Data Sources: MAP Growth, EasyCBM, Progress Learning, UFLI, and LAP/SDF assessments are used to monitor achievement and growth.
- ☐ Strong Progress Monitoring: Teachers regularly analyze data to adjust instruction and intervention.
- ☐ MTSS/RTI Support: Bi-monthly MTSS meetings identify needs, review data, and determine appropriate interventions.
- ☐ Collaborative Support: Monthly Specialists Meetings focus on student progress, concerns, and next steps.
- ☐ Targeted Intervention: Students receive support based on needs in word recognition and/or language comprehension.
- ☐ Tiered Literacy Support: UFLI, Heggerty, and Brainspring provide targeted and intensive foundational literacy support.
- ☐ Fluency, Vocabulary & Comprehension: Teachers provide explicit instruction and use multiple resources and assessments to strengthen these areas.
- ☐ Ongoing Professional Learning: Teachers participate in LETRS, UFLI, Science of Reading PD, PD Playgrounds, PLCs, and assessment training.
- ☐ Job-Embedded Coaching: Teachers receive modeling, co-teaching, observations, feedback, and coaching cycles.
- ☐ Protected Literacy Time: JKE provides dedicated reading and writing blocks for core instruction, differentiation, and intervention.

- ☐ Strengthen Structured Literacy: Increase consistent use of explicit, systematic, and sequential literacy practices across grade levels.
- ☐ Strengthen Data-Driven Instruction: Use assessment data to identify gaps, target instruction, and adjust interventions.
- ☐ Deepen UFLI Implementation: Consistently use assessment data and the UFLI Scope and Sequence to guide instruction.
- ☐ Refine Intervention Pathways: Match interventions to needs in word recognition and/or language comprehension.
- ☐ Expand Coaching Support: Continue coaching cycles, modeling, observations, and feedback to strengthen instruction.
- ☐ Increase Student Engagement: Provide more opportunities for reading, writing, speaking, listening, and collaboration.
- ☐ Strengthen Vocabulary & Fluency: Continue explicit instruction in vocabulary, morphology, accuracy, automaticity, and expression.
- ☐ Integrate Technology: Use Progress Learning and digital resources to support instruction and demonstrate learning.
- ☐ Strengthen Vertical Collaboration: Increase PreK–5 collaboration to promote consistent literacy practices.
- ☐ Continue Professional Learning: Provide ongoing Science of Reading and structured literacy PD with follow-up support.

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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). As a reminder, all schools serving third grade were required to use Goal #1 (below).

Goals	Progress
<u>Previous Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in 2024-2025 as determined by SC READY from <u>52.3</u> % to <u>57.3</u> % in the spring of 2025-2026.	• Targeted Phonics and Word Recognition Interventions – Used data from Easy CBM, Reading A-Z Phonological Awareness Assessments, Heggerty Curriculum, Reading A-Z Fluency Passages and Retelling Rubrics, and CORE Phonics Survey for Word Recognition and Language Comprehension. • The RTI Specialist implemented Orton Gillingham and Heggerty for Tier 2 and Tier 3 RTI students, providing them with structured, multisensory instruction focused on phonics and decoding. (Reading Coach assisted as needed). • Explicitly focused on Phonemic Awareness and Phonics in Core Instruction, ensuring that all third-grade teachers consistently applied LETRS and HMH Into Reading strategies to build phonemic awareness and phonics skills during core instruction. • Integrated vocabulary acquisition and comprehension strategies into every lesson using HMH Into Reading resources. • Used diagnostic and progress monitoring tools (e.g., MAP Testing, Mastery Connect, LLI, and Heggerty-Tier 2 and Tier 3 instruction) to create individualized reading intervention plans. • Conducted MTSS meetings every 2 weeks to discuss third graders' progress and adjust interventions. • Provided ongoing professional development through LETRS Training Tips and Tools, HMH Into Reading workshops, Reading A-Z Resources, UFLI Resources, Florida Research Institute Resources, and Orton Gillingham supplemental support. • Held Reading and Writing Conferences with students to provide specific feedback on their reading skills and set individualized goals. Additionally, leveraged Parent University, Literacy Nights, and Parent

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	Conferences to provide parents with strategies to support reading at home. • Conducted Writing Conferences and Workshops where students practiced organizing ideas and using rich vocabulary. Focused on writing activities that enhanced comprehension, such as writing summaries or reflections on reading passages. • Teachers continued to participate in Structured Literacy Professional Learning Communities (PLCs) that focused on reading and writing strategies based upon student data. • Teachers continued to meet with admin to review data and shared action plans for student improvement. • Teachers participated in data protocols with admin to unpack standards and indicators to strengthen and support core instruction. <u>Reflection on Goal 1:</u> The previous goal of increasing third-grade students scoring Meets and Exceeds on SC READY ELA from 52.3% to 57.3% was not met, with 46.8% of students scoring Meets and Exceeds in Spring 2026. However, targeted interventions, data-driven instruction, progress monitoring, MTSS, PLCs, and professional development were implemented to strengthen literacy instruction. These practices will continue to be refined and monitored during the 2026–2027 school year to support the current goal of increasing achievement from 46.8% to 51.8% by Spring 2027.
<u>Previous Goal #2:</u> Reduce the percentage of third through fifth graders scoring (non-scorable) on TDW's from <u>13.3</u> % in the spring of [2025] as determined by SC Ready to <u>8.3</u> % in the spring of [2026].	• Teachers administered pre- and post-On Demand Writing Assessments for Narrative and Argumentative Writing. • Teachers discussed strengths and weaknesses, as well as conducted an informal assessment of the writing using the rubrics provided by the Lucy Calkins Units of Study.

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- Implemented the use of the On Demand Notes and created a folder of structured graphic organizers to help plan writing instruction and help students formulate their writing.
- Planned small group mini-lessons that addressed skills that students needed to make improvements. (Writing Workshop model)
- Used conferring notes to establish student goals for writing.
- Admin monitored lesson plans and conducted observations.
- Coaches supported the implementation of writing routines through Professional Learning Communities (PLCs) and Coaching Cycles.
- Teachers participated in Learning Labs to observe their colleagues during writing workshop instruction and debriefed about the lesson that was observed.
- Professional Development (PD) Playgrounds had an emphasized and structured focus that supported writing routines.
- Used AVID Strategies—Philosophical Chairs and/or Socratic Seminar—to argue and support claims in the argumentative writing process.

Reflection on Goal 2:

The previous goal of reducing Grades 3–5 non-scorable TDWs from 13.3% to 8.3% was not met, with 12.2% of students receiving non-scorable responses in Spring 2026. However, writing assessments, small-group instruction, writing conferences, graphic organizers, PLCs, coaching cycles, and AVID strategies were implemented to strengthen writing instruction. Building on these efforts, the 2026–2027 school year will include more explicit TDW instruction, Open Court Blue Band and HMH Into Reading Writing Units, targeted writing support, Progress Learning, Wonderful Writing Wednesdays—Quick Writes, and ongoing data monitoring to achieve the current goal of reducing non-scorable TDWs from 12.2% to 7.2% by Spring 2027.

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Previous Goal #3:

By the end of the 2025-26 school year, 55% of the Kindergarten- Fourth grade students at Joseph Keels who are below grade level in their writing will improve at least 0.5 points in their scaled score in the components of: structure, development and language conventions on the Lucy Calkins Narrative Writing Rubric as measured by the pre- and post- Lucy Calkins On Demand Writing Assessment based on Text-Dependent Writing components.

By the end of the 2025-26 school year, 55% of the Fifth Grade students at Joseph Keels who are below grade level in their writing will improve at least 0.5 points in their scaled score in the components of: structure, development and language conventions on the Lucy Calkins Argument Writing Rubric as measured by the pre- and post- Lucy Calkins On Demand Writing Assessment based on Text-Dependent Writing components.

- Teachers administered pre- and post-On Demand Writing Assessments for Narrative and Argumentative Writing.
- Teachers discussed strengths and weaknesses, as well as conducted an informal assessment of the writing using the rubrics provided by the Lucy Calkins Units of Study.
- Implemented the use of the On Demand Notes and created a folder of structured graphic organizers to help plan writing instruction and help students formulate their writing.
- Planned small group mini-lessons that addressed skills that students needed to make improvements. (Writing Workshop model)
- Used conferring notes to establish student goals for writing.
- Admin monitored lesson plans and conducted observations.
- Coaches supported the implementation of writing routines through Professional Learning Communities (PLCs) and Coaching Cycles.
- Teachers participated in Learning Labs to observe their colleagues during writing workshop instruction and debriefed about the lesson that was observed.
- Professional Development (PD) Playgrounds had an emphasized and structured focus that supported writing routines.
- Used AVID Strategies—Philosophical Chairs and/or Socratic Seminar—to argue and support claims in the argumentative writing process.

Reflection on Goal 3:

The previous writing goal was met, with at least 55% of K–4 and Grade 5 students who were below grade level demonstrating growth of 0.5 points or more in narrative or argumentative writing. Strategies such as pre- and post-On Demand assessments, rubric analysis, small-group mini-lessons, writing conferences, graphic organizers, PLCs, coaching cycles, and AVID strategies supported this growth. Building on this success, the 2026–2027 goal remains 55% growth of at least 0.5 points, with an increased focus on Richland Two Writing Rubrics, Open Court Blue Band, HMH Into Reading Writing Units, Wonderful Writing Wednesdays—Quick Writes, targeted writing support, and ongoing progress monitoring.

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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
<u>Current Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in the spring of [2026] as determined by SC READY from <u>46.8</u> % to <u>51.8</u> % in the spring of [2027].	☐ Target Phonics & Word Recognition: Use UFLI Pre-Assessments/Placement Tests, EasyCBM, Heggerty, and LAP/SDF Vetted Assessments to identify foundational skill gaps and target instruction using the UFLI Scope and Sequence. ☐ Provide Tier 2 & Tier 3 Intervention: Use UFLI, Brainspring, and Heggerty to provide explicit, systematic, and multisensory intervention in phonemic awareness, phonics, decoding, encoding, and word recognition. ☐ Strengthen Core Reading Instruction: Ensure consistent implementation of Open Court, HMH Into Reading, LETRS, and structured literacy practices to strengthen phonics, fluency, vocabulary, comprehension, and overall reading proficiency.

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	☐ Strengthen Language Comprehension: Explicitly teach academic vocabulary, morphology, main idea/details, inferencing, summarizing, retelling, context clues, and text evidence through Open Court and HMH Into Reading. ☐ Strengthen Writing Instruction: Transition from Lucy Calkins Units of Study to Open Court Blue Band and HMH Into Reading Writing Units, providing more consistent, curriculum-aligned instruction in the writing process, organization, vocabulary, text evidence, and written responses to reading. ☐ Connect Reading & Writing: Use writing conferences, workshops, summaries, reflections, and text-based responses to strengthen students' comprehension while building their ability to clearly communicate ideas in writing. ☐ Use Multiple Data Sources: Analyze MAP Growth, EasyCBM, Progress Learning, UFLI, Open Court, HMH Into Reading, and LAP/SDF assessment data to identify students at risk of not meeting SC READY proficiency. ☐ Develop Targeted Action Plans: Use diagnostic and progress-monitoring data to create individualized reading goals and intervention plans based on needs in word recognition and/or language comprehension. ☐ Monitor Progress Every Two Weeks: Use bi-monthly MTSS meetings to review third-grade students of concern, evaluate intervention effectiveness, and adjust supports based on student response. ☐ Target SC READY Standards: Use Progress Learning, data protocols, classroom assessments, and student work to identify standards and indicators requiring reteaching, small-group instruction, or enrichment. ☐ Conference & Goal-Set with Students: Conduct reading and writing conferences to provide specific feedback, establish individualized goals, and increase student ownership of learning.
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	☐ Use Structured Literacy PLCs: Teachers will collaboratively analyze data, plan instruction, share effective reading and writing strategies, and develop action plans for students needing additional support. ☐ Provide Ongoing Coaching & PD: The Reading Coach will provide LETRS and UFLI support, Open Court and HMH Into Reading support, modeling, co-teaching, coaching cycles, PD Playgrounds, observations, and targeted professional learning. ☐ Partner with Administration: Teachers, the Reading Coach, and administrators will regularly review achievement data, unpack standards and indicators, monitor action plans, and determine instructional next steps. ☐ Engage Families: Use Parent University, Literacy Nights, parent conferences, and home literacy resources to provide families with strategies for supporting reading and writing development. ☐ Monitor Students Closest to Proficiency: Maintain a focused watch on students approaching the Meets level, while continuing intensive intervention for students with significant gaps, to strategically move third-grade SC READY proficiency from 46.8% to at least 51.8%.
<u>Current Goal #2:</u> Reduce the percentage of third through fifth graders scoring (non-scorable) on TDW's from <u>12.2</u> % in the spring of [2026] as determined by SC Ready to <u>7.2</u> % in the spring of [2027].	☐ Strengthen Core Writing Instruction: Implement Open Court Blue Band and HMH Into Reading Writing Units to provide consistent, standards-aligned writing instruction across grades 3–5. ☐ Assess & Monitor Writing Growth: Use pre/post writing assessments, SC READY-aligned rubrics, Progress Learning, and student writing samples to identify needs, monitor growth, and target students at risk of non-scorable responses.

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	☐ Explicitly Teach the TDW Process: Model how to unpack prompts, annotate text, organize ideas, develop claims, cite evidence, elaborate, and revise/edit using graphic organizers, exemplars, and checklists. ☐ Provide Targeted Writing Support: Use assessment data, small-group mini-lessons, writing conferences, and individualized goals to address specific writing needs and prevent blank, incomplete, or off-topic responses. ☐ Strengthen Reading-to-Writing Connections: Use Open Court and HMH Into Reading to regularly practice summarizing, responding to text, making inferences, and supporting ideas with text evidence. ☐ Build Writing Engagement & Stamina: The Reading Coach will implement Wonderful Writing Wednesdays—Quick Writes to provide consistent, engaging opportunities for students to write independently, build stamina and confidence, and practice completing responses within a designated time. ☐ Strengthen Argumentative Writing (Grade 5): Incorporate AVID Philosophical Chairs and Socratic Seminars to help students develop claims, support ideas with evidence, and explain their reasoning. ☐ Explicitly Teach Narrative Writing (Grades 1-4): Focus on characters, setting, sequence, details, dialogue, organization, and conventions. ☐ Provide Collaborative Support: Use PLCs, data protocols, coaching cycles, Learning Labs, PD Playgrounds, modeling, and co-teaching to strengthen writing instruction and ensure consistent TDW expectations across grades 3–5. ☐ Monitor Progress & At-Risk Writers: Teachers, administration, and the Reading Coach will regularly review student writing and assessment data and adjust instruction to move toward the goal of reducing non-scorable TDWs from 12.2% to 7.2%.
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Current Goal #3:

By the end of the 2026–27 school year, 55% of Kindergarten–Fourth grade students at Joseph Keels who are performing below grade level in writing will demonstrate growth of at least 0.5 points in their scaled score in the areas of narrative writing, as measured by the pre- and post-On-Demand Narrative Writing Assessments using Richland Two’s grade-level Narrative Writing Rubric.

By the end of the 2026-27 school year, 55% of the Fifth Grade students at Joseph Keels who are below grade level in their writing will improve at least 0.5 points in their scaled score of argumentative writing, as measured by the pre- and post-On-Demand Argumentative Writing Assessments using Richland Two’s grade-level Argumentative Writing Rubric.

- Administer Pre- and Post-Assessments: Use On-Demand Narrative Writing Assessments (K–4) and Argumentative Writing Assessments (Grade 5) to establish baseline data and measure growth.
- Use Richland Two Writing Rubrics: Analyze student writing using Richland Two’s grade-level Narrative and Argumentative Writing Rubrics to identify strengths, needs, and students performing below grade level.
- Strengthen Core Writing Instruction: Use Open Court Blue Band and HMH Into Reading Writing Units to provide explicit, standards-aligned writing instruction.
- Provide Targeted Writing Support: Use assessment data to plan small-group mini-lessons, graphic organizers, writing conferences, and individualized writing goals.
- Build Writing Engagement & Stamina: Implement Wonderful Writing Wednesdays—Quick Writes to increase writing frequency, confidence, independence, and stamina.
- Strengthen Argumentative Writing: Use AVID Philosophical Chairs and Socratic Seminars to help fifth graders develop claims, support ideas with evidence, and explain their reasoning.
- Use PLCs & Coaching Cycles: The Reading Coach will support teachers through PLCs, modeling, co-teaching, coaching cycles, collaborative planning, and analysis of student writing.
- Provide Professional Learning: Use Learning Labs and PD Playgrounds to model, observe, and strengthen effective writing routines across grade levels.
- Monitor Progress: Teachers, administration, and the Reading Coach will regularly review lesson plans, writing samples, rubric data, and student goals to monitor progress and adjust instruction toward the **0.5-point growth goal**.

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