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? **10**
- 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 and CERDEP Teaching Assistants in your school have completed EC LETRS? **1**
- 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.

H.B. Rhame Elementary School is committed to delivering high-quality literacy instruction aligned with the South Carolina College- and Career-Ready (SCCCR) English Language Arts standards. Instruction is guided by curriculum maps developed by Richland School District One, which reflect a structured literacy framework rooted in the Science of Reading and aligned with evidence-based best practices.

Students are provided with frequent and meaningful opportunities to engage in literacy through a multi-sensory approach, integrating visual, auditory, and kinesthetic modalities to reinforce learning. Instruction is explicit, with clear guidance and practice in each component of reading, fostering active participation and skill development across all grade levels. focusing on the fundamental components necessary for literacy development.

Richland School District One utilizes the *McGraw-Hill Wonders* curriculum as the primary English Language Arts instructional resource for students in Grades K–5. Wonders is an evidence-based program, aligned with the Science of Reading, designed to foster active student engagement in learning and exploration. The curriculum provides explicit instruction in foundational literacy skills, including phonics and word analysis, fluency, vocabulary development, and reading comprehension. Through its structured approach, Wonders supports the development of essential reading competencies aligned with South Carolina College- and Career-Ready Standards.

H.B. Rhame Elementary employs a comprehensive assessment system to identify and support students who may experience challenges in reading and writing. A range of tools is used across grade levels to monitor progress and inform instruction:

- **Prekindergarten (4K):** The *MyIGDIs* assessment is administered at the beginning of the school year to establish baseline data and track student growth over time.
- **Kindergarten:** The *Kindergarten Readiness Assessment (KRA)* and IREADY serves as a universal screener to evaluate early literacy and readiness skills.
- **Grades K–5:** Students are assessed using *IREADY* as a universal screener to determine instructional needs and measure growth throughout the academic year.

In addition to these screeners, the school utilizes a variety of formative assessments to guide instruction and monitor mastery, including:

- *Mastery Connect Checking for Understanding*
- *Quarterly Pre/Post Assessments*
- Locally developed *Common Formative Assessments*

This multi-tiered approach ensures timely identification of student needs and supports data-driven instructional planning to promote literacy achievement for all learners.

Section B: Document how Word Recognition assessment and instruction for PreK-5th grade students are further aligned to the science of reading, structured literacy and foundational literacy skills.

To ensure that instruction meets the diverse needs of all students, Word Recognition assessment data is used to inform instruction for PreK–5th-grade students and to further align instructional practices with the Science of Reading, structured literacy, and foundational literacy skills.
Students in grades K–5 are administered the i-Ready Diagnostic for Reading three times per year. The diagnostic provides data in essential foundational reading domains, including Phonological Awareness, Phonics, and High-Frequency Words. Teachers use assessment results to identify student strengths and areas of need, form flexible instructional groups, differentiate instruction, and provide targeted support and intervention.
The Kindergarten Readiness Assessment (KRA) provides additional information about students' early literacy development, including early language, phonological awareness, print knowledge, and literacy skills. Assessment results assist teachers in identifying students who may require additional support and in planning differentiated foundational literacy instruction.
PreK students are assessed using myIGDIs three times per year. These assessments measure foundational literacy skills in phonological awareness, including rhyming and alliteration, and alphabet knowledge, including sound identification. Results are used to identify students' strengths and needs and to guide developmentally appropriate, explicit instruction in early literacy skills.
Assessment data is directly connected to instruction through structured literacy practices embedded within the McGraw Hill Wonders Reading Curriculum and supported by approaches and professional learning such as Orton-Gillingham and LETRS. Instruction is explicit, systematic, sequential, cumulative, and responsive to student needs, with an emphasis on:

- Foundational and Word Recognition Skills: phonological and phonemic awareness, sound-symbol correspondence, phonics, decoding, encoding, high-frequency word recognition, and fluency.
- Language Comprehension: vocabulary, oral language, sentence structure, background knowledge, and comprehension strategies.

Teachers regularly analyze assessment and classroom performance data to determine students' instructional needs and make timely adjustments. Students who demonstrate difficulty with foundational skills receive additional explicit instruction, guided practice, repetition, and opportunities to apply sound-letter relationships in reading and writing. Flexible grouping and ongoing progress monitoring allow teachers to adjust the intensity, pacing, and focus of instruction based on student response.
This continuous cycle of assessment, data analysis, explicit instruction, targeted practice, progress monitoring, and instructional adjustment strengthens the alignment between assessment and instruction. Through this approach, PreK–5 students receive evidence-based literacy instruction designed to build the foundational Word Recognition and language comprehension skills necessary for increasingly accurate, fluent, and proficient reading.

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.

Teachers, administrators, specialists, and instructional coaches collaborate every four to six weeks during MTSS meetings to review and analyze student data. These meetings focus on identifying students at risk of not reading at or above grade level, evaluating the effectiveness of current interventions, and determining appropriate next steps. To assess a student's performance and monitor progress, teachers conduct progress monitoring of classroom interventions for a minimum of six weeks.
To support students who are not demonstrating grade-level reading proficiency, our school implements a multi-tiered approach that includes targeted intervention pathways informed by universal screening, interim assessments, and diagnostic tools. These pathways are designed to meet the diverse needs of students from Pre-K through 5th grade.

Tiered Intervention Components:

Universal Screening – i-Ready Inform for grades Kindergarten- Fifth

- Students scoring below benchmark levels are flagged for further monitoring or intervention.
- Early identification through screening enables timely and proactive support.
- In PreK, tools such as MyIGDIs and the Kindergarten Readiness Assessment are used to screen foundational literacy skills

Interim Assessments – iReady Literacy Tasks; McGraw-Hill Wonders Curriculum-Based Assessments

- Assessment data guide instructional adjustments and help intensify interventions when needed.
- Supports flexible grouping and instructional pacing tailored to individual student needs.
- For younger learners, observational data and anecdotal notes are also used to inform instruction.

Diagnostic Assessments – LETRS Phonics and Word Reading Survey
Diagnostic data help teachers determine whether students require Tier 2 (targeted small group instruction) 3-4 times weekly or Tier 3 (intensive individualized support) 4-5 times weekly.
These assessments are particularly useful for identifying specific skill deficits in phonemic awareness, decoding, and fluency.

Targeted Intervention Pathways:

Tier 1 – Core Instruction

All students receive high-quality, evidence-based instruction aligned with grade-level standards.
Differentiation and scaffolding are embedded to support diverse learners.

Tier 2 – Targeted Small Group Interventions

Students identified through screening and progress monitoring receive additional support in small groups.
Interventions focus on specific skill gaps and are delivered by classroom teachers.

Tier 3 – Intensive Individualized Interventions

Students who demonstrate minimal progress in Tier 2 have significant reading needs, including those who score two-three grade levels below on the i-Ready Diagnostic, receive more frequent, targeted instruction based on identified needs. Intervention plans are developed collaboratively and may include evidence-based programs, small-group instruction, one-on-one support, and increased progress monitoring.
Educators use data from i-Ready, i-Ready, Reading A-Z, myIGDIs, KRA, SC READY, Mastery Connect, anecdotal notes, classroom assessments, and weekly progress monitoring to identify skill gaps, monitor growth, and adjust intervention pathways. Students receive consistent Tier 1 core instruction and targeted, intensive small-group instruction that is explicit, systematic, and individualized, targeting specific needs in areas such as phonemic awareness, phonics, decoding, fluency, vocabulary, and comprehension with literacy interventionists. Progress is monitored frequently to adjust the intensity and focus of instruction and accelerate students toward grade-level 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.

The systems in place to help parents at HB Rhame understand how they can support the student as a reader and writer at home are provided in multiple ways.

To support children's literacy growth beyond the classroom, a comprehensive family engagement strategy is implemented. This includes ELA-focused workshops and events such as Literacy Night, Read to Succeed Night, Donuts for Dads, and Muffins for Moms, where educators share practical strategies and resources with families.

Parents are notified by the MTSS team when their child begins receiving RTI interventions or transitions between Tier 2 and Tier 3 support. Teachers keep families informed by providing quarterly report cards and offering continuous access to student grades through PowerSchool. Additionally, AVID binders are sent home to strengthen the home-school connection, allowing students to showcase their academic progress to their families. Online support is provided through Talking Points, offering access to instructional videos, reading logs, and customized writing activities. Consistent communication is maintained through newsletters and parent-teacher conferences, which focus on student progress and goal setting related to . This integrated approach fosters a strong school-home partnership that reinforces literacy development.

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.

Student reading achievement is systematically monitored using a combination of evidence-based instructional resources and assessments. Core tools include the McGraw-Hill Wonders Reading Curriculum, MasteryConnect CFA's,MyIGDIs, KRA, I-READY, Fountas & Pinnell, are used to track growth and inform instruction.
To meet the diverse learning needs of students from PreK through 5th grade, our school employs an intervention process that allows for timely identification of student needs and the delivery of ongoing, responsive instruction. This process is embedded within the MTSS framework, ensuring that interventions are both data-driven and adaptable.

Tiered Support for Students Needing Intervention
Teachers review student reading progress **every 4–6 weeks** using multiple sources of formative and summative assessment data. Instructional teams analyze student performance to identify strengths, determine specific areas of need, evaluate response to instruction, and make timely instructional adjustments.
Students demonstrating below-grade-level proficiency receive additional support through the school's Tiered Intervention Model. Tier 2 and Tier 3 interventions are targeted to students' identified reading needs and provided in addition to Tier 1 core instruction. Evidence-based, structured literacy practices, including strategies aligned with Orton-Gillingham and LETRS, are incorporated as appropriate to strengthen foundational reading skills such as phonemic awareness, phonics, decoding, word recognition, and fluency. Lexia Core5, targeted small-group instruction, and other differentiated instructional supports are also used to provide additional practice and address specific skill deficits.
Students performing above benchmark expectations are identified through screening, progress-monitoring data, and classroom performance. Instruction is adjusted to ensure these students continue to demonstrate meaningful growth. Acceleration and enrichment opportunities may include:

- Standards-aligned enrichment activities that deepen and extend learning.

- Advanced reading groups using increasingly complex texts and higher-level comprehension tasks.
- Opportunities for cross-grade instruction, when appropriate.
- Curriculum compacting and extended learning opportunities based on demonstrated mastery.

Instructional teams collaborate to ensure that students requiring acceleration receive appropriately challenging learning experiences that promote continued reading growth.
Instructional and intervention decisions are informed by multiple sources of data, which may include:

- iREADY
- Reading A-Z assessments
- myIGDIs
- KRA
- SC READY
- Mastery Connect
- Curriculum-based assessments
- Classroom assessments and student work samples
- Anecdotal notes and teacher observations

Student placement and support are flexible and data driven. Progress-monitoring results are used to determine whether students should continue within their current level of support or receive an increase or decrease in intervention intensity. This process allows students to move between tiers based on demonstrated progress and instructional need and ensures that reading instruction is timely, targeted, responsive, and appropriate for all learners, including students requiring remediation, intervention, acceleration, or enrichment.

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.

To ensure high-quality ELA instruction for all PreK–5 students, the school provides ongoing professional development grounded in the Science of Reading, structured literacy, and evidence-based instructional practices. Teachers receive training in LETRS and Orton-Gillingham to strengthen explicit, systematic instruction in foundational literacy skills, including phonemic awareness, phonics, fluency, vocabulary, comprehension, and morphology.
Teachers also participate in ongoing professional learning to support effective implementation of the McGraw-Hill Wonders curriculum and strengthen Tier 1 instruction for all learners.
Kindergarten–5th grade teachers meet weekly with the instructional coach for professional learning, collaborative planning, and data analysis. Additional support is provided through individualized coaching cycles, classroom observations and feedback, coaching conversations, model lessons, and co-teaching. These ongoing professional learning opportunities promote consistent, data-informed, evidence-based literacy instruction across classrooms.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• Data-informed decisions- iReady Data, Mastery Connect Data, and (K-5th) Curricular data to plan instruction and group students. • Provide a wide variety of access to reading material- Books and Apps: Epic, iReady, Wonders Required Texts, and Bean Stack. • Daily communication to parents through the use of Dojo/Talking Points and/or daily agenda, and weekly folder to communicate academic progress. • A Mental Health counselor on-site to work with students having social/emotional difficulties in class, to focus on daily tasks to be successful. • A Mental Health counselor on-site to work with students having social/emotional difficulties in class, to focus on daily tasks to be successful. • Extending PLC times to allow for more productive conversations and analysis of data. • Literacy events are in place to help parents understand how they can support the student as a reader and writer at home.	• Strengthen the use of student data to plan targeted small-group instruction, determine student placement, and monitor progress. • Continue strengthening implementation of the Wonders curriculum and alignment with South Carolina State Standards. • Increase alignment among standards, instruction, and assessment to ensure instructional coherence and rigor. • Continue professional learning in grades K–5 focused on effectively using i-Ready Personalized Instruction and monitoring student usage and progress. • Increase student goal setting and ownership of learning using i-Ready Diagnostic and Personalized Instruction data and AVID Strategies. • Strengthen data-driven PLC practices, including unpacking standards, identifying what students must know and demonstrate, anticipating misconceptions, and planning purposeful practice. • Use assessment data consistently to identify learning gaps and plan targeted reteaching and intervention. • Continue professional learning in the Science of Reading through LETRS and increase classroom application of evidence-based literacy practices.

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
Current Goal #1: (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 52 % to 56 % in the spring of 2025.	This goal was met. The number of third grade students scoring Meets and Exceeds on SCREADY in the Spring of 2025 increased from 53.3% to 57.4%.
Current Goal #2: During the 2025-2026 school year, H. B. Rhame Elementary will collaborate, plan, and host district-wide literacy events for students, parents, and the community to promote literacy skills and strategies for success.	This goal was not met. 42% of families consistently attended school-wide literacy-based activities and events.
Current 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. 100% of teachers consistently attended Professional Learning Opportunities (PLOs) monthly focused on literacy best practices and utilizing formative assessment data to plan, execute, and reflect on daily instructional practices.

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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
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 **57.4** % to **60.0** % in the spring of 2026-2027.	**Instruction** ▪ Provide access to a variety of appropriate texts for students (genres, levels, and students' interests) ▪ Increase students' use of independent reading and writing strategies through Reading and Writing Workshop instruction. ▪ **WIN Schedule**: Implement time for the What I Need (WIN) schedule to provide personalized support. **Analyzing Data** ▪ Teachers provide instruction using grade level standards (whole group) and Wonders resources consistently and with fidelity ▪ Utilize iREADY as a diagnostic to inform reading instruction ▪ Teachers provide targeted, effective in-class intervention which must provide individual and small-group instruction; and must be 30 minutes in addition to 90 minutes of daily reading and writing instruction. ▪ Conduct and analyze reading and/or running records quarterly to progress monitor students' reading levels and behaviors. **Professional Development** ▪ Collaborate to plan targeted reading instruction ▪ Model and co-teach through coaching cycles to increase effective reading lessons and provide feedback ▪ AVID strategies embedded into core instruction, and core instruction embedded into AVID class

	▪ Use PLC meetings to unpack, discuss, and analyze priority reading standards—especially comprehension and informational text. ▪ Reading and Writing PD are provided by school and district level coaches ▪ Continue professional development and focus on foundational skills for literacy and systematic/explicit English/Language Arts instruction. **Family Engagement** ▪ Communicate regularly with families through newsletters, parent conferences and literacy related events
<u>Current Goal #2:</u> HB Rhame Elementary will increase parent engagement and community support from 45% to 48% during the 2026–2027 school year by providing parent workshops focused on developing strong readers and equipping families with strategies to integrate language, reading, and math activities at home.	Action Steps: ▪ Partner with families, staff, and community stakeholders to provide literacy events that encourage reading and literacy engagement beyond the classroom. · Learning-A-Treat (Literacy Night) · Reading with the Gamecocks Initiative · Quarterly Reading Challenge · Talking Points/emails parent communication · Parent Surveys ▪ Coordinate workshop dates with existing school events when appropriate to increase participation. ▪ Use parent feedback surveys and student literacy data to determine topics families need the most support with. ▪ Demonstrate ways families can build language development through everyday conversations and read-alouds.
<u>Current Goal #3:</u> By the end of the 2026–2027 school year, 100% of Pre-K–5th grade teachers will engage in monthly Professional Learning Opportunities (PLOs) focused on implementing explicit instruction and Visible Learning practices, including clear learning intentions, success criteria, intentional modeling, guided practice, formative assessment, and effective feedback. As a result, students will demonstrate at least a 10% increase in proficiency on school-wide assessments.	Action Steps: ▪ Provide monthly Professional Learning Opportunities (PLOs) ▪ Develop and share instructional resources ▪ Implement classroom walkthroughs ▪ Facilitate instructional coaching cycles ▪ Establish Professional Learning Communities (PLCs) ▪ Model effective instructional practices ▪ Monitor student learning through formative assessment

	▪ Provide ongoing feedback ▪ Analyze student achievement data quarterly