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? 6
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 23
- How many teachers in your school are beginning Volume 1 of LETRS this year? 3
- How many teachers in your school are beginning Volume 2 of LETRS this year? 6
- 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.

To ensure that reading assessment and instruction for all PreK–5th grade students comprehensively address oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension, the school implements a systematic, research-based approach using both Open Court and HMH Into Reading curricula. Open Court is used in grades K–2 to build foundational literacy skills, while HMH supports students in grades 3–5 with increasingly complex texts and comprehension strategies aligned to grade-level English/Language Arts standards.

Instruction is further guided by universal screeners, including EasyCBM and MAP assessments, which are administered multiple times per year to identify student strengths and areas for growth. These data inform instructional decisions, support differentiated instruction, and help monitor progress in key literacy domains. Through this multi-tiered approach, all students receive targeted instruction in the essential components of reading to support their development and ensure they meet or exceed grade-level expectations.

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.

Word recognition—a cornerstone of reading proficiency—is taught through instructional practices aligned with the science of reading and structured literacy:

- **Systematic, Explicit Phonics Instruction**: Students are taught sound-symbol relationships in a sequential and cumulative manner. Instruction focuses on decoding strategies that allow students to blend sounds into words, reinforcing phoneme-grapheme correspondence.

- **Phonological and Phonemic Awareness**: Instruction begins with broad phonological awareness skills (e.g., rhyming, syllable segmentation) and advances to phonemic awareness activities such as blending, segmenting, and manipulating individual phonemes. These skills are explicitly taught and practiced throughout PreK–5, forming the foundation for accurate decoding and word recognition.

- **Use of Decodable Texts**: In the primary grades, decodable readers are carefully aligned to phonics instruction, allowing students to apply newly acquired decoding skills in connected text. This practice reinforces learning and builds fluency.

- **High-Frequency Words**: Students are systematically introduced to high-frequency words, including both phonetically regular and irregular words. These are practiced to automaticity to support fluent reading and reduce cognitive load during text comprehension.

- **Word Analysis and Morphology**: Instruction includes analysis of word parts such as prefixes, suffixes, and root words, supporting both decoding and vocabulary development in upper elementary grades.

Assessment Practices

Reading assessment is embedded throughout instruction to guide decision-making and support individual student needs. We use **universal screeners** such as **EasyCBM** and **MAP Growth** to assess foundational literacy skills, monitor progress, and identify students in need of additional support.

- **Phonological and Phonemic Awareness**: Students are assessed using tools such as phoneme segmentation and sound manipulation tasks.

- **Phonics and Word Recognition**: Assessments include letter-sound recognition, nonsense word fluency, and word reading fluency to monitor progress in decoding and automatic word recognition.

- **Vocabulary and Comprehension**: MAP Growth provides normed data on students' vocabulary knowledge and reading comprehension, helping teachers plan instruction and interventions aligned to grade-level expectations.

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 Windsor Elementary, students in **PreK–5th grade** who do not demonstrate grade-level reading proficiency are supported through a system of universal screeners, diagnostic assessments, and ongoing progress monitoring to identify and address their specific areas of need.

- **Universal Screener**:
  In grades K–5, the **MAP Growth Reading assessment** serves as the universal screener. MAP provides data on both **decoding (word recognition)** and **language comprehension** skills, allowing staff to determine whether students require interventions focused on phonics/phonological awareness or comprehension strategies.

- **Diagnostic Assessments**:
  To pinpoint specific skill gaps, staff use targeted diagnostic tools:

  - **UFLI Placement Test (grades 1–3)** – identifies gaps in letter-sound knowledge, decoding, and word recognition.
  - **Phonological Awareness Assessment (grades K–3)** – evaluates foundational skills in sound awareness and phonological processing.
    These diagnostics provide clarity on whether a student's reading difficulty is rooted in **word recognition** or **language comprehension**, ensuring interventions are precisely matched.
  - **Fluency and Comprehension Diagnostic** (grades 1-3) - identifies gaps in passage reading fluency and basic reading comprehension skills

- **Progress Monitoring**:
  EasyCBM is used to conduct frequent progress monitoring, especially for word recognition skills. Students' responses to interventions are reviewed **bi-weekly or monthly** to determine whether adequate progress is being made or if instructional adjustments are necessary.

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.

Windsor Elementary has a **comprehensive system** in place to help parents understand how they can support their child as both a reader and a writer at home. This system intentionally combines **quarterly events, ongoing challenges, and targeted workshops** to provide families with practical tools, knowledge, and resources to foster literacy development beyond the classroom.

- **Quarterly Parent Universities**
  Parent Universities provide parents with in-depth knowledge about essential reading and writing skills aligned with the grade-level standards being taught during that quarter. Sessions are interactive and focused on equipping families with practical strategies they can use at home to reinforce classroom learning.

- **Literacy Night**
  Literacy Night is a community-based event that celebrates and promotes the joy of reading and writing. Families participate in activities such as book bingo, storytelling, read-alouds, and writing stations. Teachers and reading specialists share tips for choosing age-appropriate books, encouraging reluctant readers, and building a literacy-rich home environment.

- **Intervention Parent Workshops**
  For parents of students receiving targeted interventions, workshops provide specialized training on how to support their child's literacy growth at home. Teachers model intervention strategies—such as phonemic awareness games or fluency exercises—and allow parents to practice them in a supportive environment, ensuring continuity between school and home.

- **Monthly Reading and Writing Challenges**
  Families are encouraged to take part in monthly literacy challenges that motivate students to practice skills outside of school while making parents active partners in the process. Students who complete challenges are celebrated and receive a free book from the school's book vending machine.

- **Additional Parent Engagement Opportunities**

  - **Open House**: Families receive a copy of grade-level, parent-friendly standards and are provided free books to build their home libraries.

  - **Book Fairs (Fall & Spring)**: Parents and students can select new books to encourage reading at home.

- **Paloma Learning:** This is a mobile app that equips parents to provide 15 daily minutes of curriculum-aligned instruction at home.
- **Quarterly Parent/Teacher Conferences**: Teachers share student progress and provide parents with specific strategies and resources to reinforce reading goals at home.

Impact

By offering parents multiple, ongoing opportunities to learn, practice, and celebrate literacy, Windsor ensures that families feel **knowledgeable, equipped, and confident** in supporting their child's reading and writing development. This collaborative approach strengthens the home-school connection and ultimately enhances student achievement.

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.

The school uses a **systematic, data-driven approach** to monitor reading achievement and growth for all PreK–5th grade students. This system is anchored in **SOS (Support Our Students) / MTSS Data Meetings**, where teachers, reading specialists, interventionists, and administrators collaborate to analyze student performance and determine next steps.

- **Regular SOS/MTSS Meetings**: These meetings provide a structured, consistent platform for reviewing reading data, identifying students who need additional support, and adjusting intervention strategies. Data sources include universal screeners (MAP, EasyCBM), progress monitoring tools, classroom assessments, and teacher observations. This combination ensures both quantitative and qualitative insights into student learning.

- **Decision-Making Process**: Students not meeting benchmarks or demonstrating insufficient growth are flagged. The team examines whether difficulties stem from **word recognition** or **language comprehension** and places students on targeted intervention pathways accordingly. Groups are adjusted as new data emerges, aligned with the school's multi-tiered system of support (MTSS).

- **Monitoring Growth**: Teachers use formative checks (fluency probes, running records, comprehension quizzes) to track ongoing progress, while school-wide trends are monitored to allocate resources (e.g., deploying reading specialists to high-need classrooms). Intervention progress is reviewed at subsequent SOS meetings to ensure students are responding to support.

- **Adjusting Instruction**: If students are not making adequate growth, intervention frequency, strategies, or materials are modified. Collaboration during SOS meetings allows teachers and specialists to share best practices and brainstorm new approaches.
- **Parent Communication**: Parents are kept informed of their child's reading progress through updates, reports, and direct communication following SOS meetings. Progress reports highlight skills being targeted and strategies families can reinforce at home.
- **Continuous Improvement**: Each meeting ends with reflection and planning, leading to improvements at the student, classroom, and school levels. This ensures that interventions remain responsive, effective, and aligned to overall literacy goals.

Through this system, Windsor ensures **timely identification of student needs, targeted interventions, and effective progress monitoring**, helping all students work toward grade-level reading proficiency.

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.

LETRS (Language Essentials for Teachers of Reading and Spelling) is a cornerstone of the school's teacher training program. LETRS provides educators with an in-depth understanding of how children learn to read and how to teach reading skills in alignment with the **science of reading**. Training covers the five pillars of literacy—**phonemic awareness, phonics, fluency, vocabulary, and comprehension**—and emphasizes evidence-based instructional practices as well as differentiation to meet diverse student needs.

Implementation of LETRS

- **Participants**: All **K–3 teachers, the Literacy Coach, Administrators, Multilingual Teachers, Interventionists, and Special Education teachers** engage in LETRS training.

- **Format**: The program combines **in-person and online modules** with application in classroom practice. Educators participate in hands-on activities and bridge-to-practice tasks to translate theory into effective instruction.

- **Impact**: Teachers deepen their knowledge of structured literacy and strengthen their ability to support students in both word recognition and language comprehension.

- **Coaching Cycles (Literacy Coach)**: The reading coach provides individualized support through cycles that include observation, modeling, co-teaching, and feedback. Coaching targets specific skills such as explicit phonics instruction, building fluency, and applying comprehension strategies.
- **Professional Learning Communities (PLCs)**: Administrators, interventionists, and the reading coach facilitate monthly PLC meetings where teams collaboratively analyze student data, identify what's working and what isn't, share best practices, and plan instructional adjustments to improve literacy outcomes.

- **PD Playground**: Informal, flexible professional learning sessions allow teachers to explore topics of immediate relevance. Sessions are designed to be practical and responsive, often focusing on strategies teachers can apply right away.

- **Optional After-School PD (Literacy Coach)**: The literacy coach also offers optional after-school professional development sessions for teachers who want additional support. These sessions provide deeper dives into literacy practices, intervention strategies, and instructional routines that align with the science of reading.

- **Professional Development Opportunities**: The literacy coach provides additional professional development opportunities through monthly newsletters and instructional videos.

District-Provided Professional Development Opportunities

- **Open Court and HMH Training**: District sessions prepare teachers to implement the Open Court and HMH reading programs with fidelity. These trainings align with the science of reading and emphasize structured literacy practices across phonological awareness, phonics, fluency, vocabulary, and comprehension.
- **District Inservice-** The district also hosts several professional development/inservice days throughout the school year to keep teachers up to date on current literacy trends and to provide evidence-based strategies to enhance classroom instruction.

Section G: Analysis of Data

Strengths	Possibilities for Growth
● Teachers collaboratively use a comprehensive formative assessment system including screening, diagnostic, and progress monitoring to identify students' instructional needs. ● Teachers ensure that instructional content includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary utilizing evidence-based instruction aligned with SC College and Career Ready Standards. ● Teachers participate in ongoing, job-embedded professional learning opportunities based on school data through coaching cycles with the reading coach, collaborative planning, and peer observations.	● Use student data to intentionally plan and deliver effective small group instruction, ensuring that interventions and enrichment activities are precisely aligned to student learning gaps and growth goals. ● Teachers effectively utilize Progress Monitoring to evaluate and reflect on instructional practices to increase student achievement. ● Increasing reading and writing rigor in the classroom to improve student achievement.

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 2024-2025 as determined by SC READY from 37% to 40% in the spring of 2025-2026 SY.	**The goal was not met.** The percentage of third graders scoring Meets and Exceeds in the spring of 2024-2025 as determined by SC READY increased from 37% to 37.1% in the spring of 2025-2026 SY.
Previous Goal #2: Increase the percentage of fourth graders scoring Meets and Exceeds in the spring of 2024-2025 as determined by SC READY from 37.4% to 40.4% in the spring of 2025-2026 SY.	**The goal was met.** The percentage of fourth graders scoring Meets and Exceeds in the spring of 2024-2025 as determined by SC READY increased from 37.4% to 45.7% in the spring of 2025-2026 SY.
Current Goal #3: Increase the percentage of fifth graders scoring Meets and Exceeds in the spring of 2024-2025 as determined by SC READY from 32.5 to 35.5% in the spring of 2025-2026 SY.	**The goal was met.** The percentage of fifth graders scoring Meets and Exceeds in the spring of 2024-2025 as determined by SC READY increased from 32.5% to 43.5% in the spring of 2025-2026 SY.

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

- All schools serving students in third grade MUST respond to the third grade reading proficiency goal. ***Note the change in language for the 3rd grade goal to align with the 2030 vision of 75% of students at or above grade level***. Schools that do not serve third grade students may choose a different goal. Goals should be academically measurable. **All goals should align with academic growth or achievement.** Schools must provide a minimum of two goals.

- Schools are strongly encouraged to incorporate goals from the school renewal plan. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS progress monitoring, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

Goals	Action Steps
Current Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025-2026 as determined by SC READY from 37.1% to 40.1% in the spring of 2026-2027.	**Strengthen Tier One Instruction** - Increase Rigor - Curriculum Fidelity - PLCs twice a month (Literacy focused PD) - Data Driven Intervention PD - Clear intervention expectations - Walkthroughs during intervention - Focus walkthroughs on Objectives and Standards/Materials and Activities **Strengthen Tier 2/Tier 3 Instruction** - 2 certified interventionists

Current Goal #2: Increase the percentage of fourth graders scoring Meets and Exceeds in the spring of 2025-2026 as determined by SC READY from 45.7% to 48.7% in the spring of 2026-2027.	**Strengthen Tier One Instruction** - Increase Rigor - Curriculum Fidelity - PLCs twice a month (Literacy focused PD) - Data Driven Intervention PD - Clear intervention expectations - Walkthroughs during intervention - Focus walkthroughs on Objectives and Standards/Materials and Activities **Strengthen Tier 2/Tier 3 Instruction** - 2 certified interventionists
Current Goal #3: Increase the percentage of fifth graders scoring Meets and Exceeds in the spring of 2025-2026 as determined by SC READY from 43.5% to 46.5% in the spring of 2026-2027.	**Strengthen Tier One Instruction** - Increase Rigor - Curriculum Fidelity - PLCs twice a month (Literacy focused PD) - Data Driven Intervention PD - Clear intervention expectations - Walkthroughs during intervention - Focus walkthroughs on Objectives and Standards/Materials and Activities **Strengthen Tier 2/Tier 3 Instruction** - 2 certified interventionists