SOUTH CAROLINA
DEPARTMENT OF EDUCATION

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2026-27 Primary and Elementary Reading Plan

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Section A: Five Pillars of Reading Instruction

Describe how reading assessment and instruction for all 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.	"Our school has updated its Assessment Plan to align with the Five Pillars of Reading Instruction. Grades K-1: Students take the STAR Early Literacy Assessment three times a year as a universal screener. Grades 1-5: Students take the STAR Reading Assessment three times a year as a universal screener. This data helps identify students who may need further diagnostic assessments for Tier 2 and Tier 3 interventions. Additional Foundational Skill Assessments Include: Grades K: Students complete the CORE Phonics and Word Reading Survey three times a year. Grades K-5: Students complete the LETRS Spelling Screener three times a year. Grades 1-5: Teachers will administer additional diagnostics based on universal screener and oral reading fluency. Examples might be phonological awareness, phonics screeners including decoding and encoding, concepts about print. For Comprehension and Oral Reading Fluency: Grades K-5: Comprehension assessments are created in professional learning teams based on state standards and driven by HMH Curriculum. Grades 2-5: Students complete the DIBELS Oral Reading Fluency three times a year. Grade 1: Students take the STAR CBM (Curriculum-Based Measurement) to monitor oral reading fluency three times a year. Vocabulary: Vocabulary assessments are done by teachers. We have included the Vocabulary indicator as an essential standard for grades 3-5. Teachers will use the data from these assessments to guide instruction using the HMH Into Reading curriculum. During Professional Learning Team (PLT) meetings, teachers will analyze this data to make instructional decisions for Tier 1, and possibly Tier 2 and Tier 3 interventions. "

Section B: Foundational Literacy Skills

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.	Our school has between 90 to 120 minutes dedicated to English Language Arts (ELA), which includes reading, writing, and foundational skills. Through our state adopted Curriculum, HMH Into Reading, we use the Reading, Vocabulary, and Writing components for grades K-5. For Foundational Literacy skills, we use Heggerty for phonological awareness and UFLI for additional foundational skills in word study. The assessments from HMH, UFLI, and those listed in Section A align with the science of reading, structured literacy, and foundational literacy skills. They support the components of Scarborough's Rope for Language Comprehension and Word Recognition.

Section C: Intervention

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.	"Our school follows a systematic approach to determining student interventions, using universal screeners and additional diagnostics as needed. All students participate in STAR Early Literacy, STAR CBM, and/or STAR Reading assessments. Based on these results, we determine whether further diagnostics are needed to identify Tier 2 or Tier 3 interventions. Our school uses a decision-making tree-adapted from LETRS and the State Department's Decision-Making Flowchart-to guide the selection of appropriate follow-up diagnostics and our responses to assessment. Additional assessments used to guide instructional decisions include Heggerty Phonemic Awareness Baseline Assessments, DIBELS, CORE Phonics and Word Reading Assessments, Writing CBM, additional Oral Reading Fluency diagnostics, District Retell/Summary Rubric, and STAR CBM. In certain grade levels, Foundational Skills Assessments are also administered to all students, providing another tool to inform intervention needs. Our school's MTSS (Multi-Tiered System of Supports) team reviews this data to recommend appropriate Tier 2 and Tier 3 interventions. This process is led by our Lead Teacher, with support from our district's Director of Academic Intervention. Our school follows a systematic process for analyzing diagnostic data and making decisions about Tier 2 and Tier 3 interventions, including who will provide them. Classroom teachers deliver Tier 2 support, while our three literacy interventionists provide intensive Tier 3 intervention for students not yet reading on grade level. Our Lead Teacher and Literacy Coach provide professional development focused on strengthening the MTSS process. They both attend weekly grade-level professional learning teams throughout the year to coach and support MTSS implementation. Parents are contacted whenever a student begins participating in Tier 2 or Tier 3 intervention. Documentation is tracked in our district data system, eduCLIMBER, and the interventionist and/or teacher working with the student provides continuous updates on student academic progress."

Section D: Supporting Literacy at Home

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 Elementary ELA Coordinator for our district has developed a bank of literacy tips. For example, guidance on how to ask comprehension questions during read-alouds, tips for building reading stamina at home, or simple strategies for supporting a struggling reader with decoding. They are shared in parent conferences and sent home alongside Universal Screener data three times a year so families can connect the guidance directly to their child's current reading performance. Upon request, we provide translated versions for multilingual families and in-person opportunities like literacy nights, parent-teacher conferences, and informal conversations during school events. In addition, the district created parent support documents for grades K-2 to help families understand standards-based grading. These documents include quarterly proficiency scales and student work samples for each indicator on the report card. To make this information accessible to parents without an education background or those who may have reading difficulties themselves, the documents use plain, jargon-free language, visual examples of student work, and are reviewed during parent-teacher conferences so an educator can walk through them together with the family rather than relying solely on a written handout. To gauge whether parents understand and are using this information, teachers follow up informally during conferences and can flag families who may need additional support. Our teachers, guidance counselors, and/or instructional team provide a follow-up call, for families who do not respond to initial communications, so that no parent is missed simply because they didn't engage with the first outreach attempt. Finally, school literacy goals and our desire to communicate and collaborate with all stakeholders are communicated to parents and the broader community through the school website, the school newsletter, individual teacher newsletters, and presentations at events such as Back-to-School Night, PTO meetings, and School Improvement Council meetings, ensuring that literacy and home/school collaboration priorities are visible and consistently reinforced across all stakeholder touchpoints. "

Section E: Progress Monitoring

Document how the school provides for progress monitoring of reading achievement and growth at the school level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.

"Our school monitors reading progress and growth through a multi-layered system that ties intervention decisions directly to data.

Our school administers universal screening in the fall, winter, and spring, with results tracked in a shared digital platform. A grade-level specific decision flowchart guides next steps for students below benchmark, and establishes additional benchmarks flags when further support is needed for grade-level proficiency. This flowchart was developed in collaboration with our lead teacher, literacy coach, grade-level teams, and interventionists.

After each screening window, our school analyzes results to evaluate Tier 1 instruction and identify students needing more intensive support. Using the flowchart and additional diagnostics and data, teachers collaborate with the instructional team (made up of our lead teacher, literacy coach, math coach, and three academic interventionists) to identify candidates for Tier 2 or Tier 3. Tier 3 students are identified without first passing through Tier 2.

We have guaranteed 30-minute blocks of intervention time built into the master schedule. Frequency of intervention scales with need: Tier 3 students typically receive intervention three to five days a week, and Tier 2 students three or fewer, with variation based on caseload and targeted skills.

Students in Tier 2 and Tier 3 have academic goals set for each 6-week intervention cycle. Teachers collect baseline, midpoint, and end-of-cycle data aligned to those goals, plus ongoing formative data during lessons. When growth stalls, teachers and interventionists must adjust the skill focus, strategy, or intensity of intervention; if a disability is suspected, the case moves to the student support team as part of Child Find.

Progress-monitoring tools vary by skill area: foundational skills are often measured with the same inventories used in universal screening, while curriculum-based measures (CBMs) cover reading application and communication skills. Students needing both Tier 2 and Tier 3 support may progress more slowly and remain in Tier 2 longer. It is our aim to layer support without sacrificing Tier 1 instruction.

Our MTSS team meets monthly, our grade-level professional learning teams meet weekly, and our instructional team meets at each cycle's beginning/end point.
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Section F: Teacher Training

Explain how the school will provide teacher training based in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students.	"All of our kindergarten through third grade general education teachers, admin, and instructional team have completed LETRS training. All of our special education teachers have completed or are enrolled in LETRS training now. This training continues to build a strong foundation in the science of reading, which our literacy coach and lead teacher reinforce and extend through professional development, individual Tier 1 coaching, individual Tier 2 coaching, and professional learning team coaching. Our literacy coach provides school-based professional development as needed, based on formal and informal data (SC READY, STAR, and summative and formative assessments). Some areas professional development is provided include word study and grammar in the upper grades, teacher clarity with learning intentions and success criteria, explicit instruction and engagement, writing about reading, independent reading, writing in all grades, and strong Tier 1 expectations. Our literacy coach provides this professional learning through coaching cycles, support during professional learning team meetings, and additional after-school professional learning sessions. Based on overall district data and teacher feedback, our literacy coach helps to provide professional learning across the district in areas such as word study support in grades 3-5, specifically focusing on instructional morphology routines and their transfer into reading and writing and on teacher clarity. "

Section G: District Analysis of Data

Strengths	"Two strengths for our school are our systematic approach to determining student interventions and our updated Assessment Plan aligned with the Five Pillars of Reading Instruction. K students take Star Early Literacy, CORE Phonics and Word Reading, the LETRS Spelling Screener, and comprehension assessments aligned with state standards. First grade students take Star Early Literacy and Star Reading as well as Star CBM, the LETRS Spelling Screener, and comprehension assessments aligned to state ELA standards. Students in grades 2-5, take Star Reading, the LETRS Spelling Screener, DIBELS Oral Reading Fluency, and comprehension and vocabulary assessments aligned with state ELA Standards. Teachers then follow a flowchart to determine which additional diagnostics to administer. Using this data, teachers and the instructional team work together to make Tier 1, Tier 2, or Tier 3 instructional decisions for students. This Assessment Plan and Flowchart are strengths for our school as they give teachers concrete data for focused instruction. "
Possibilities for Growth	"Although we have a strong approach to interventions and an updated assessment plan, we still have students whose early literacy data shows room for improvement. One possibility for growth is supporting literacy at home. Using the parent support documents is helping. Additionally, we could encourage more reading practice at home, make assessment question types more visible for parents, and share tips for encoding and decoding to parents. Another possible area of growth is using data to collaborate with teams during professional learning team time. Although we have collaborated to make the flowchart to help us with instructional decisions, we could also look at additional formative data on a more frequent basis to strengthen our Tier 1 and Tier 2 instruction. "
Description Area	*Note: The questions below are included to gauge school-level LETRS implementation.Teachers for state-funded LETRS training include:K-3 Classroom Teachers4-5 Classroom TeachersReading CoachesReading InterventionistsK-5 Special Education TeachersMiddle Level Special Education TeachersSchool AdministratorsMulti-lingual TeachersPreK CERDEP TeachersPreK CERDEP Teaching Assistants

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?	3
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	39
How many eligible teachers in your school are beginning Volume 1 of LETRS this year?	4
How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	3
How many CERDEP PreK teachers in your school have completed EC LETRS?	0
How many CERDEP PreK teachers in your school are beginning EC LETRS this year?	0

Section H: Previous School Year SMART Goals and Progress Toward those Goals

Previous Goal #1	Goal 1: Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY ELA from 89.9 % to 90.3 % in the spring of 2026.
Goal #1 Progress	Since 89.81% of our students scored Meets and Exceeds on SCReady for Spring 2026, we did not meet our goal of 90.3%.
Previous Goal #2	Goal 2: By the end of the 2026 Quarter Three Benchmark, 90% of first graders will score 5 or above for CVC words on the LETRS Spelling Screener. This reflects an increase from 64% of students who scored 5 or above for CVC words on the Quarter One benchmark.
Goal #2 Progress	Since 96% of first graders scored 5 or above for CVC words on the LETRS Spelling Screener by the end of the 2025-26 school year, we did meet our goal of 90%.

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

Description Area	For all schools serving third grade students, goal #1 MUST read:Third Grade Goal: Increase the percentage of third graders scoring Meets and Exceeds in the spring of [previous school year] as determined by SC READY from __% to __% in the spring of [current school year].
Current Goal #1	New Third Grade Goal: Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY ELA from 89.8 % to 90 % in the spring of 2027.
Goal #1 Action Steps	"1- The Leadership Team and Guiding Coalition will guide and coach grade-level Professional Learning Teams through a structured continuum of data analysis to directly inform Tier 1 core instruction and Tier 2 response. 2- The Academic Team will collaborate to implement and refine a comprehensive Multi-Tiered System of Supports (MTSS) that identifies, tracks, and serves at-risk 3rd graders. 3-Teachers and the Academic Team will execute targeted literacy interventions focusing on reading comprehension, writing mechanics, and word study (phonics/vocabulary) for 3rd-grade students performing below grade level. 4- The Literacy Coach will deliver job-embedded professional development, co-teaching, and coaching for all 3rd-grade teachers to elevate Tier 1 and Tier 2 instructional practices in reading, writing, and word study. "
Current Goal #2	New Goal 2: By the Spring 2027 benchmark, 88 % of kindergarten and first-grade students will score at or above proficiency on the STAR Early Literacy assessment. This reflects an increase from 84.1% of students who scored at or above proficiency on the Fall 2026 benchmark.

Goal #2 Action Steps	"1. The Leadership Team and Guiding Coalition members for these grade levels will support Professional Development Teams in focusing on the STAR Early Literacy diagnostic sub-groups of both phonemic awareness and the alphabetic principle to steer Tier 1 pacing and small group instruction. 2. The Academic Team will partner with K-1 teachers to continue to execute explicit and systematic phonics routines during daily Tier 1 instruction to build automaticity in early code-breaking skills. Partnering will include weekly push-in support and opportunities for peer observations and feedback. 3- The Leadership team will provide a schedule to include daily 30-minute, Tier 1 and 2 intervention blocks. Student needs addressed include targeted skills for students scoring below the 30th percentile on initial benchmarks, enrichment opportunities, and grade-level skill review. 4-The Literacy Coach will provide job-embedded professional development including Professional Learning Team coaching, classroom co-teaching, and peer observation opportunities. This professional development will focus on high-leverage strategies for early reading development, teacher clarity, feedback, and student engagement for k-1 teachers. "

File Upload (optional)