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.	"Springfield Elementary 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 currently done formatively by teachers at each school. 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.	Springfield Elementary has approximately 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, most schools use Heggerty for phonological awareness and UFLI for additional foundational skills. Two schools are using HMH Structured Literacy Curriculum. 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.	"Springfield 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 district uses a decision-making tree-adapted from LETRS and the State Department's Decision-Making Tree-to guide the selection of appropriate follow-up diagnostics. Additional assessments used to guide instructional decisions include Heggerty Bridge the Gap, DIBELS, CORE Phonics Assessments, Writing CBM, 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 the school's Lead Teacher, with support from our district's Director of Academic Intervention. Each 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 literacy interventionists-2-4 per elementary school-provide intensive Tier 3 intervention for students not yet reading on grade level. Our Lead Teacher meets monthly with Lead Teachers to continue professional development focused on strengthening the MTSS process. 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 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.	"Our District Elementary ELA Coordinator 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. These tips are shared in weekly parent newsletters as needed, and they are also sent home alongside Universal Screener data so families can connect the guidance directly to their child's current reading performance. Teachers use 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, where possible, 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. Finally, school literacy goals are communicated to parents and the broader community through the school website, school newsletters, and presentations at events such as Back-to-School Night, PTO/PTA meetings, and School Improvement Council meetings, ensuring that literacy 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.

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

We administer universal screening in the fall, winter, and spring, with results tracked in a shared digital platform. A decision tree guides next steps for students below benchmark, and established benchmarks flag when additional support is needed for grade-level proficiency.

After each screening window, we analyze results to evaluate Tier 1 instruction and identify students needing more intensive support. Grade-level teams then examine classroom-level data-skill inventories and unit assessments-to identify candidates for Tier 2, while students whose data points to below-grade-level needs may move directly into Tier 3 without first passing through Tier 2.

A guaranteed intervention time has been built into the master schedule through 25-30 minute blocks. Frequency 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 intervention cycle. Teachers collect baseline and progress monitoring data, midpoint, and end-of-cycle data aligned to those goals, plus ongoing informal data during lessons. When growth stalls, PLC teams 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, though schools aim to layer support without sacrificing Tier 1 instruction.

MTSS and grade-level teams meet regularly to review current data and adjust instruction.
"

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 k-3 teachers have started or completed LETRS training. This training is continually referenced in PLC's, in order to build a strong foundation in the science of reading, which the Literacy Coach reinforces and extend sthrough school-based professional development. The Literacy Coach at each school also provide school-based professional development as needed, based on formal and informal data (SC READY, STAR, and summative and formative assessments). Some of the areas the coach is currently supporting 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 the upper grades, and strong Tier 1 expectations. The Literacy Coach provides this professional learning through coaching cycles, support during professional learning team meetings, and additional after-school professional learning sessions. Based on student data and teacher feedback, the Litearcy Coach will provide word study support in grades 3-5, specifically focusing on instructional morphology routines and their transfer into reading and writing. There is also a focus on maximizing the impact of phonics lessons in grades K-2 to strengthen transfer into reading and writing. "

Section G: District Analysis of Data

Strengths	Based on student data, Springfield Elementary increased performance in reading informational text from 52.4% to 61.5%. A contributing factor was the intentional alignment of literacy skills with science and social studies content, particularly in 5th grade. Teachers provided students with frequent opportunities to read, analyze, and use evidence from informational texts within their content areas. Moving forward, we will continue strengthening cross-curricular literacy instruction and collaboration to support continued growth.

Possibilities for Growth	"Based on student data, vocabulary and determining the author's purpose are two areas of growth for Springfield Elementary. The data indicates that students need additional opportunities to develop their understanding and application of academic and content-specific vocabulary, as well as strengthen their ability to analyze why an author wrote a text. Vocabulary dropped 10.2% from the previous year on SC Ready and 45.9% of students showed proficiency with literary text. To address these areas, teachers will intentionally embed vocabulary instruction across all content areas rather than limiting vocabulary development to ELA. Students should have repeated opportunities to encounter, discuss, apply, and revisit new words through student-friendly definitions, context clues, visuals, word relationships, and authentic conversations. Formative assessments such as quick checks, exit tickets, and student discussions can help teachers identify vocabulary gaps and adjust instruction. For author's purpose, teachers provide explicit instruction using consistent language and questioning strategies, tightly aligned to the language of the standard. Students can regularly analyze texts by asking questions such as, "Why did the author write this?" "What evidence from the text supports my thinking?" and "How does the author's word choice or text structure help communicate the purpose?" "
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?	30

How many eligible teachers in your school are beginning Volume 1 of LETRS this year?	3
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 82.1% to 83% in the spring of 2026.
Goal #1 Progress	Springfield Elementary is currently at 81.52% of third-grade students scoring Meets and Exceeds on SC READY ELA, which is below the goal of 83%. While the goal has not yet been met, continued emphasis on vocabulary development, reading comprehension, and data-driven instruction will help address areas of need. Teachers will continue to analyze student performance, use formative assessments to guide instruction, and provide targeted interventions and enrichment opportunities to support student growth and improve overall achievement.
Previous Goal #2	Goal 2: By the Spring 2026 benchmark, 77% of kindergarten and first-grade students will score at or above proficiency on the STAR Early Literacy assessment. This reflects an increase from 74.83% of students who scored at or above proficiency on the Fall 2025 benchmark.
Goal #2 Progress	Springfield Elementary has exceeded the goal of 77%, with 80.54% of kindergarten and first-grade students scoring at or above proficiency on the STAR Early Literacy assessment. This represents an increase of 5.71 percentage points from the Fall 2025 benchmark of 74.83%. Continued focus on foundational literacy skills, phonics, vocabulary development, and data-driven instruction will help sustain this progress and support students who need additional intervention

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	"Goal #1: Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY ELA from 81.52 % to 82 % in the spring of 2027. "
Goal #1 Action Steps	Teachers will collaborate during PLCs to analyze student data, identify areas of need, and plan instruction aligned with SC ELA standards. Professional development will focus on effective literacy strategies, vocabulary development, reading comprehension, and informational text. Teachers will use formative assessments and progress-monitoring data to adjust instruction, provide targeted interventions and enrichment, and support student growth toward meeting the goal of 82% proficiency in Spring 2027.
Current Goal #2	By the Spring 2027 benchmark, 73% of kindergarten and first-grade students will score at or above proficiency on the STAR Early Literacy assessment. This reflects an increase from 69.51% of students who scored at or above proficiency on the Fall 2026 benchmark.
Goal #2 Action Steps	Teachers will collaborate during PLCs to analyze STAR Early Literacy data, identify student needs, and plan targeted instruction. Professional development will focus on foundational literacy skills, phonics, phonemic awareness, and vocabulary development. Teachers will use formative assessments and progress-monitoring data to adjust instruction, provide targeted interventions and enrichment, and support student growth toward the goal of 73% proficiency by Spring 2027.

File Upload (optional)