SOUTH CAROLINA
DEPARTMENT OF EDUCATION

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2026-27 Primary and Elementary Reading Plan

District Name	York 04
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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.	" Tega Cay Elementary has updated its Assessment Plan to align with the Five Pillars of Reading Instruction. Grades K: Students in K are assessed on the KRA (Kindergarten Readiness Assessment) once a year, SC Formative Assessment (ISIP by Amira) twice a year, and STAR Early Literacy three times a year. Grade 1: Students take the STAR Early Literacy Assessment and STAR Reading Assessment three times a year as a universal screener. Grades 2-5: 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 assessments include: Grades K-2: Students complete the CORE Phonics and Word Reading Survey and the LETRS Spelling Screener three times a year. Grade 3: Students take the Basic LETRS Spelling Screener at the beginning of the year, and then take the Advanced Screener two times a year. Grades 4-5: Students take the Advanced LETRS Spelling Screener three times a year. For comprehension and Oral Reading Fluency: First Grade: Students are given a STAR CBM assessment three times a year. Grades 2-5: Students are assessed three times a year using an oral reading fluency passage. The passages for oral reading fluency come from DIBELS. Phonological Awareness: K-2 teachers currently give formative assessments. Vocabulary: Vocabulary assessments are currently done formatively by teachers at TCES, data from these assessments are used to guide instruction using the HMH Into Reading curriculum. During Professional Learning Team (PLT) meetings, teachers 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.	" Word Recognition Assessment and Instruction for K through 5th grade students come from a curriculum that supports the science of reading. Assessments used are LETRS, UFLI passages, DIBELS passages, and HMH curriculum assessments. We currently use UFLI and HMH for our word recognition instruction. "

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 uses a systematic approach to determine student interventions based on Universal Screeners and additional diagnostics as needed. All students take either the STAR Early Literacy or STAR Reading assessments. Based on these results, we decide if further diagnostics are necessary for Tier 2 or Tier 3 interventions. Some of the assessments we use to inform these instructional decisions include Heggerty Bridge the Gap, DIBELS, Core Reading Phonics, and STAR CBM. In addition to the Universal Screener, certain grade levels administer Foundational Skills Assessments to all students, providing another tool to guide intervention decisions. If further assessments are needed to determine an area of need for our students, the Phonics Screener Intervention (PSI) is given. Our MTSS (Multi-Tiered System ofSupports) team analyzes all this data to recommend appropriate Tier 2 and Tier 3 interventions. Then a targeted path of instruction for word recognition or comprehension is decided. "

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.	"Parent/Teacher conferences are the main communication with parents as to how their students are progressing in the areas of literacy. Assessment reports are sent home with parents to show student progress several times a year, along with classroom assessments weekly. Teacher newsletters also give insight as to how to support their students as readers and writers at home. "

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.	"As part of our process for identifying students in the MTSS (Multi-Tiered System of Supports) framework, we also implement consistent progress monitoring for students in Tiers 1, 2, and 3 for Kindergarten through 5th grade. Tier 1 and Tier 2: Teachers will use a combination of tools such as STAR, HMH curriculum assessments, UFLI, DIBELS Oral Reading Fluency passages and other standards-based assessments to monitor progress in grade-appropriate reading skills,supporting overall proficiency. Tier 3: Literacy interventionists have additional tools for progress monitoring, including DIBELS, Heggerty's Bridge the Gap, CORE Phonics Literacy Library and STAR. Throughout the year, teams will meet regularly during Professional Learning Team (PLT) and MTSS team meetings to analyze data and make instructional decisions for all students. "

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.	Majority of our teachers at TCES completed Volume 2 of LETRS last year. This year we are focusing on aspects of writing for professional learning opportunities. These professional learning opportunities are being provided by the literacy coach and lead teacher. Other Professional Learning Opportunities are provided by the literacy coach/district as needed.

Section G: District Analysis of Data

Strengths	"At TCES, our strengths include: Grade level collaboration in Professional Learning Teams Literacy Coach, Lead Teacher, Early Childhood Interventionists, and Reading Interventionist are available to support literacy instruction and student growth. Providing a large block of instructional time for ELA Providing a Phonemic Awareness curriculum for K-2 Providing LETRS training for K-2 teachers, including all Special Education teachers. A designated time school-wide for interventions and enrichment. 85.7% of our students in grades 3-5 met or exceeded on the ELA SC READY assessment 77.6% of our 2nd grade students are on track for success in ELA for 3rd grade 74.3% of our 1st grade students are on track for success in ELA for 2nd grade 63.4% of our kindergarten students showed readiness on KRA screener 81.3% of our third grade students scored at or above grade level on SC READY Spring '26 90.8% of our fourth grade students scored at or above grade level on SC READY Spring '26 85.8% of our fifth grade students scored at or above grade level on SC READY Spring '26 "
Possibilities for Growth	"At TCES our possibilities for growth: Strengthening Tier 2 and Tier 3 Instruction Strengthening Tier 1 reading and writing Instruction through the lens of science of reading Being agile in our response to student needs and interventions Growing our students as readers and writers while continuing to build foundational literacy skills Data analysis of students not meeting AVT and MAT growth to help guide classroom instruction Continuation of professional learning opportunities in the area of literacy "
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?	36
How many eligible teachers in your school are beginning Volume 1 of LETRS this year?	5
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	Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY ELA from 87.2% to 88% in the spring of 2026.
Goal #1 Progress	We did not meet our goal. 81.25% of students in third grade demonstrated proficiency on the SC READY Assessment for ELA.
Previous Goal #2	By the spring of 2026, 87% of grade K-1 students will meet district proficiency benchmarks on STAR Early Literacy testing.
Goal #2 Progress	We did not meet our goal. 80.6% of students in K-1 met district proficiency benchmarks on STAR Early Literacy testing.

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	Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY ELA from 81.25% to 84 % in the spring of 2027.
Goal #1 Action Steps	"1 . Continuation of targeted small group reading instruction to support growth in reading. 2. Implementation of professional learning in literacy to help strengthen tier 1 and tier 2 instruction. 3. Ongoing analysis of STAR data, running records, and anecdotal records to improve tier 1, tier 2, and tier 3 instruction. "
Current Goal #2	" By the spring of 2027, 84% of grade K-1 students will meet district proficiency benchmarks on STAR Early Literacy testing. This reflects an increase from 80.6% of students who scored at or above proficiency on the Fall 2026 benchmark. "
Goal #2 Action Steps	"1. Ongoing implementation of explicit instruction in foundations of literacy. 2. Ongoing analysis of data centered around foundations of literacy both at the school level and the district level. "

File Upload (optional)