South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan for Thornwell School For The Arts
2026-2027

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? 14
- 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? 5
- 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.*

At Thornwell School for the Arts, reading assessment and instruction in grades K-5 remain aligned to grade-level English Language Arts standards through a comprehensive, research-based approach. Teachers use assessment data throughout the year to identify strengths, skill gaps, and needed instructional changes. They address oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension through explicit instruction, read-alouds, shared and close reading, discussion, writing, small-group instruction, and individualized conferencing.

In grades K-2, teachers use UFLI Foundations for explicit, systematic instruction in phonemic awareness, phonics, decoding, encoding, high-frequency words, and fluency. Teachers use UFLI assessments, CORE Phonics Survey results, and i-Ready Reading data to determine when students need additional practice, small-group instruction, and/or intervention.

Beginning-of-year data show that some students still need foundational reading skills, especially as word-reading demands become more complex. Third-grade CORE Phonics results also show a need for continued foundational support. In third grade, Phonics for Reading will be used during a designated 30-minute foundational literacy block. Teachers will use CORE Phonics Survey, i-Ready Reading, and Phonics for Reading placement data to determine students' specific foundational skill needs and appropriate starting points. Students with identified phonics and decoding needs will receive targeted Phonics for Reading instruction in placement-based small groups during the 30-minute block. Level A groups will meet Monday through Wednesday, and Level B/C groups will meet Thursday and Friday. Students who do not require this intervention will continue i-Ready Personalized Reading lessons. Student progress will be monitored regularly, and instruction and groups will be adjusted as skills are mastered. This foundational support is provided in addition to grade-level Tier 1 reading instruction.

Across grades K-5, Savvas myView Literacy is used for grade-level comprehension and vocabulary instruction with literary and informational text. Teachers explicitly teach vocabulary through direct instruction in word meanings, student-friendly explanations, repeated use in context, and discussion. Teachers develop oral language through classroom discussion, partner talk, questioning, and opportunities for students to explain their thinking. In grades K-2, decodable texts are used to give students practice applying taught phonics patterns in connected text. Teachers monitor fluency, vocabulary, and comprehension through classroom assessments, student responses, reading performance, and teacher observation.

Project Read Written Expression supports writing and language instruction. Students also write in response to reading, use evidence from text, and apply grade-level writing and language skills.

During PLCs, teachers review i-Ready, CORE Phonics, and UFLI assessments in K-2, along with common and unit assessments, student work, and classroom observations. They use the data to adjust instruction, plan small groups, and identify students who need additional support.

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.*

At Thornwell, word-recognition assessment and instruction remain grounded in the science of reading, structured literacy, and foundational literacy principles. LETRS professional learning supports teachers' knowledge of evidence-based practices in phonological awareness, phonics, and decoding. Savvas myView Literacy reinforces grade-level phonics, vocabulary, fluency, and comprehension within the core literacy block. In grades K-2, teachers use UFLI Foundations for explicit, systematic, and sequential instruction in phonemic awareness, phonics, decoding, encoding, and high-frequency words. Teachers use UFLI assessment data to monitor learning and determine when students need additional practice, small-group instruction, or intervention.

CORE Phonics Survey data highlight key word-recognition patterns. Beginning-of-year results show that students generally perform better with basic letter and sound knowledge than when applying that knowledge to more complex word patterns. First-grade students showed stronger letter-naming skills than short-vowel and CVC word reading. In second grade, needs were most noticeable with blends, r-controlled vowels, vowel patterns, and less common spelling patterns.

A similar pattern appears in third grade. Students showed stronger basic letter and sound knowledge, but performance decreased as decoding became more complex, with the greatest needs in less common spelling patterns and multisyllabic words. These results show that some third-grade students still need direct support with foundational skills as they work with grade-level text.

In third grade, Phonics for Reading will be used during a designated 30-minute foundational literacy block for students with identified foundational reading needs. CORE Phonics Survey, i-Ready Reading, classroom assessment, teacher observation, and Phonics for Reading placement data will determine specific skill needs and starting points. Phonics for Reading will be delivered through placement-based small groups. Level A groups will meet Monday through Wednesday and Level B/C groups Thursday and Friday; students not requiring Phonics for Reading will continue i-Ready Personalized Reading lessons. Students will continue to receive grade-level Tier 1 reading instruction, and Phonics for Reading instruction, groups, and supports will be adjusted based on progress-monitoring data showing mastery or continued need.

Students in grades 4-5 who continue to have difficulty with word recognition or decoding receive targeted support based on assessment data. Instruction matches the identified skill need rather than reteaching foundational skills to all students.

Teachers review student data throughout the year and adjust instruction and groups as students make progress or additional needs are identified.

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 Thornwell School for the Arts, i-Ready Inform continues to be used as the universal screener for students in grades K-5, providing a picture of each student's current reading performance in relation to grade-level expectations. Classroom teachers, interventionists, the literacy coach, and the MTSS team review screening and diagnostic data to determine whether a student's primary need is in word recognition, language comprehension, or both, and to select an appropriate intervention pathway.

When data point to a foundational reading need, teachers use CORE Phonics and, in grades K-2, UFLI assessments to identify the specific skill that is causing difficulty. This may include letter-sound knowledge, phonics patterns, decoding, high-frequency words, or reading more complex words. Teachers use the results to plan targeted small-group or intervention instruction.

When word recognition is not the primary concern, teachers review i-Ready Inform domain data, common and unit assessments, student work, and classroom observations for needs in vocabulary, language comprehension, or understanding grade-level text. Students may need support in one area or in both word recognition and language comprehension.

PLCs and the MTSS process review these data. Classroom teachers continue grade-level Tier 1 instruction while students who need additional support receive intervention based on identified needs. Students identified at the 20th percentile for intensive support receive Tier 3 instruction. Groups are adjusted as progress-monitoring data show that students have mastered skills or need additional support.

Families are informed of student progress through conferences, assessment information, and school communication. Parents are notified when a student is flagged for intensive support. When additional intervention is needed, the student's data and identified area of need are used to explain the support being provided and the student's progress.

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.*

Thornwell School for the Arts continues to use family engagement, consistent communication, and individualized support to help parents and caregivers support reading and writing at home. Families receive information throughout the year through parent-teacher conferences, progress reports, assessment information, weekly classroom newsletters, school communication, and individual conversations with teachers. Teachers share student reading and writing progress and practical strategies families can use to reinforce literacy development at home.

Students use i-Ready growth folders to track reading progress, set goals, and conference with their teachers. Parents and caregivers will be part of the goal-setting process so they understand the student's current reading performance, growth goals, and ways they can support progress at home. Families also receive information from i-Ready Reading and classroom assessments so they can see how their child is progressing and where support may be needed.

Thornwell also provides family and community opportunities centered on reading. Families receive weekly newsletters with school and classroom information, literacy updates, and ways to support learning at home. Parent events and the School Improvement Council provide additional opportunities for families and community members to stay informed and participate in school improvement efforts. Students also participate in BOOK IT! and Read with the Gamecocks. This year, we plan to host Literacy on the Lawn, where families and community members can join students during lunch for reading on the lawn. Family and community members will also be invited to serve as guest readers during Read Across America and other literacy activities. Our Book Buddies program also supports the school's reading culture. Fifth-grade and other older students read with kindergarten students during the morning.

When a student needs additional reading support, teachers communicate the student's progress and area of need with the family. School and classroom communication will also be used to share literacy goals, reading activities, and practical ways families can support reading and writing at home.

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.*

Thornwell continues to monitor reading achievement and growth through multiple data sources so instructional and intervention decisions are based on student need. i-Ready Reading is administered at the beginning, middle, and end of the year, with Growth Monitoring used between diagnostic windows to check student progress toward individual growth goals. Students also use their individualized i-Ready learning paths as part of their ongoing reading support.

CORE Phonics Survey results are used to identify specific word-recognition and decoding needs. In grades K-2, UFLI assessment data are also used to monitor foundational skill mastery and determine when students need additional practice, reteaching, small-group instruction, or intervention.

Teachers also review weekly and unit assessments, student work, classroom performance, and observations. During PLCs, these data are used to identify patterns, discuss students who are not making expected progress, plan flexible groups, and determine next steps for instruction.

Students who are below benchmark receive intervention in addition to grade-level Tier 1 instruction. Intervention is provided daily for approximately 40 minutes and is matched to the student's identified skill need. Tier 2 students are progress monitored monthly, and Tier 3 students are progress monitored weekly. Classroom teachers, interventionists, special education teachers, and other support staff use the MTSS process to review progress and determine whether support needs to continue, intensify, or change. Groups and instruction are adjusted based on student progress.

At the school level, the principal, literacy coach, and instructional leadership team review grade-level and schoolwide trends from i-Ready, CORE Phonics, common and unit assessments, PLCs, and classroom observations. The information is used to identify where additional instructional support, coaching, professional learning, or intervention may be needed.

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.*

Thornwell School for the Arts continues to provide professional learning for teachers and administrators grounded in the science of reading, structured literacy, and foundational literacy skills. Teachers participate in LETRS training to strengthen their knowledge and use of evidence-based literacy practices, while Savvas myView Literacy, i-Ready, and UFLI support standards-aligned core instruction, assessment, and foundational literacy development. During the 2026-27 school year, one staff member will begin LETRS Volume 1, and five will begin Volume 2.

Professional learning also takes place through grade-level PLCs, coaching, and planned training. During the 2026-27 school year, literacy professional learning includes Project Read Written Expression training, UFLI implementation support, and use of the i-Ready Standards Mastery tool. Coaching in grades K-2 continues to support UFLI Foundations, including pacing, student practice, and use of UFLI assessment data. Teachers also receive support with administering and analyzing CORE Phonics and using the results to plan instruction. Grade 3 teachers receive support with Phonics for Reading implementation, including administering and using placement data; using CORE Phonics and i-Ready Reading data to identify common and individual skill needs; providing whole-group instruction when appropriate; targeted small-group instruction; differentiated practice; and ongoing progress monitoring.

Across K-5, PLCs and coaching are used to review i-Ready, CORE Phonics, common and unit assessments, and student work; plan from grade-level standards; and determine instructional next steps. Teachers also receive support with Savvas myView Literacy and Project Read Written Expression.

The principal and literacy coach use student data, classroom walkthroughs, PLC discussions, and coaching observations to identify professional learning needs throughout the year. Priority literacy areas for professional learning and coaching include phonics, phonological development, writing, and vocabulary. Support may include planning, modeling, observation, feedback, and follow-up coaching based on the needs identified.

Section G: Analysis of Data

Strengths	Possibilities for Growth
● SC READY Cohort Performance: The current fourth-grade cohort entered the 2026–27 school year with 56.8% of students having scored Meets or Exceeds on Grade 3 SC READY ELA in Spring 2026. The current fifth-grade cohort entered the year with 58.3% of students having scored Meets or Exceeds on Grade 4 SC READY ELA. ● Fifth Grade BOY i-Ready: Fifth grade is currently the strongest grade level in grades 3–5 on BOY i-Ready Reading, with 12 of 38 students, approximately 31%, performing at or above grade level. ● Instructional and Leadership Supports: Thornwell has established systems to support literacy growth, including weekly and unit assessment review, PLC data analysis, literacy coaching, classroom observations, and targeted intervention. These structures build on strengths identified in the previous reading plan, including leadership monitoring, literacy coach support, and targeted assistance for students not yet meeting grade-level expectations.	● Grades 3-5 BOY i-Ready Reading: Across grades 3-5, 29 of 122 students are currently performing at or above grade level on BOY i-Ready Reading, which is approximately 23.8%, or 24%. This shows a significant need for continued grade-level instruction, targeted small groups, and intervention. ● Grade-Level i-Ready Performance: In third grade, 7 of 35 students, or 20%, are at or above grade level. In fourth grade, 10 of 49 students, approximately 20%, are at or above grade level. In fifth grade, 12 of 38 students, approximately 31%, are at or above grade level. ● Complex Word Reading: CORE Phonics data show that some students in grades 3-4 need continued support as word-reading demands become more complex. Multisyllabic words and less common spelling patterns remain areas of need. These data will be used to identify students for targeted small-group and intervention support.

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): By Spring 2026, 44% of third-grade students will score Meets or Exceeds on the SC READY ELA assessment.	The goal was met and exceeded. Spring 2026 SC READY ELA results show that 56.8% of third-grade students scored Meets or Exceeds. This exceeded the school's goal of 44% by 12.8 percentage points.
Previous Goal #2: By Spring 2026, 80% of kindergarten and first-grade students will perform on grade level on the i-Ready Reading Diagnostic.	The goal was not met. Based on Spring 2026 i-Ready grade-level placement results, approximately 61% of assessed kindergarten and first-grade students were performing at or above grade level.
Previous Goal #3: By Spring 2026, 50% of students in grades K-5 will perform at the Meets/Exceeds level on i-Ready Reading.	The goal was nearly met. Spring 2026 i-Ready Reading results show that 49% of assessed K-5 students were performing at or above grade level.

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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-grade students scoring Meets and Exceeds on SC READY ELA from 56.8% in Spring 2026 to 62% in Spring 2027.	1. Provide standards-aligned Tier 1 reading instruction using Savvas myView Literacy. 2. Use BOY, MOY, and ongoing i-Ready data, CORE Phonics data, common assessments, unit assessments, and student work to identify student needs and monitor progress. 3. Provide targeted small-group and intervention instruction for students based on identified reading needs. 4. Use Phonics for Reading during the designated 30-minute third-grade foundational literacy block for students with identified foundational reading needs. Use CORE Phonics, i-Ready Reading, Phonics for Reading placement data, classroom assessments, and progress-monitoring data to determine appropriate starting points and instructional needs. Provide placement-based small-group Phonics for Reading intervention, with Level A groups meeting Monday through Wednesday and Level B/C groups Thursday and Friday. Students not requiring Phonics for Reading will continue i-Ready Personalized Reading lessons. Adjust instruction and groups as students demonstrate mastery while maintaining grade-level Tier 1 reading instruction.

	5. Review third-grade reading data regularly during PLCs and adjust instruction, intervention groups, and instructional supports based on student progress. 6. Use coaching, modeling, classroom observations, and feedback to support implementation of effective reading instruction.
Current Goal #2: By the Spring 2027 i-Ready Inform assessment, at least 75% of K-5 students will meet or exceed their individual i-Ready Typical Growth goals.	1. Analyze i-Ready Inform and i-Ready Growth Monitoring data during PLCs to identify trends, instructional needs, and students requiring additional support. 2. Use i-Ready data with CORE Phonics, UFLI assessments in grades K-2, common and unit assessments, and student work to identify specific reading needs. 3. Support evidence-based literacy instruction in foundational skills, fluency, vocabulary, comprehension, and writing based on grade-level expectations and student needs. 4. Use assessment data to create and adjust flexible groups and provide targeted small-group literacy instruction and intervention. 5. Monitor progress toward individual Typical Growth goals throughout the year and adjust instruction, groups, and intervention based on student response. 6. Use PLCs, literacy coaching, modeling, observation, and feedback to strengthen data-driven literacy instruction across K-5.
Current Goal #3: By Spring 2027, at least 70% of students in grades K-3 who begin the year below grade level in one or more foundational reading domains on i-Ready Inform will demonstrate measurable growth by improving at least one placement level in an identified foundational reading domain or reaching grade-level placement.	1. Use CORE Phonics Survey data at BOY, MOY, and EOY to identify student strengths, skill gaps, and changes in foundational reading performance. 2. In grades K-2, use UFLI Foundations and UFLI assessment data to provide explicit, systematic foundational skills instruction and targeted support based on student need.

	3. In Grade 3, use Phonics for Reading during the designated foundational literacy block, with CORE Phonics, i-Ready Inform, Phonics for Reading placement data, classroom assessments, and progress-monitoring data used to determine instructional starting points and needs. 4. Provide targeted small-group and intervention instruction based on identified phonics and decoding needs, and adjust groups as students demonstrate mastery or continued need. 5. Review K-3 foundational literacy data during PLCs to monitor progress, identify students who are not making expected growth, and determine instructional next steps. 6. Use literacy coaching, modeling, classroom observations, and feedback to support implementation of explicit, systematic foundational reading instruction.