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? 1
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 10
- How many teachers in your school are beginning Volume 1 of LETRS this year? 4
- How many teachers in your school are beginning Volume 2 of LETRS this year? 1
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? 2/0
- 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.

Reading assessment and instruction for all PreK–5th grade students are intentionally designed to develop the foundational literacy, language, and comprehension skills needed to access increasingly complex texts and meet grade-level English/Language Arts standards. Richland School District One's comprehensive scope and sequence provides a framework for the progression and rigor of state standards across oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. In PreK, instruction emphasizes oral language, listening, vocabulary, and phonological awareness. As students progress through the elementary grades, systematic instruction in phonological awareness and phonics develops accurate decoding and word recognition, while fluency instruction builds accuracy, automaticity, rate, and expression. Vocabulary instruction is embedded across literacy and content areas through explicit teaching of word meanings, morphology, academic language, and strategies for determining meaning in context. Comprehension instruction includes explicit modeling, guided and independent practice, text-dependent questioning, discussion, and written responses requiring students to use evidence from literary and informational texts.

Assessment and instruction work together to identify student strengths and needs, monitor progress, and adjust instruction and intervention. Teachers use assessment data to provide targeted support through whole-group, small-group, and individualized instruction while maintaining alignment with grade-level standards and texts. Professional learning in Orton-Gillingham and LETRS (Language Essentials for Teachers of Reading and Spelling), together with the recently adopted Wonders curriculum, supports systematic, explicit, and evidence-informed literacy instruction. Through this integrated approach, oral language and vocabulary provide the foundation for language comprehension; phonological awareness and phonics support accurate word reading; fluency promotes automaticity; and comprehension instruction develops students' ability to make meaning from increasingly complex texts. Together, these practices ensure that students develop the knowledge, skills, and strategies necessary to comprehend grade-level texts and demonstrate mastery of English/Language Arts standards.

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 assessment and instruction for PreK–5th grade students align with the science of reading, structured literacy, and foundational literacy development. Richland School District One's scope and sequence provides a systematic progression from oral language, phonological and phonemic awareness, and letter-sound knowledge to explicit phonics, decoding, encoding, syllable types, morphology, and multisyllabic words. Students receive cumulative practice applying these skills to familiar and unfamiliar words, building accurate and increasingly automatic word recognition without relying on memorization or contextual guessing.

Assessment is embedded throughout instruction through screening, diagnostic assessment, classroom measures, and progress monitoring. Teachers use data to identify skill gaps, differentiate instruction, provide targeted intervention, and monitor growth. Orton-Gillingham-informed practices, LETRS training, and the Wonders curriculum support explicit, systematic, cumulative, and responsive instruction. Across PreK–5th grade, word recognition is connected to fluency, vocabulary, and comprehension so students develop the foundational skills needed to access grade-level texts and meet English/Language Arts standards.

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.

The school uses universal screener and diagnostic assessment data to identify PreK–5th grade students who are not meeting grade-level reading expectations and determine whether their primary need is word recognition, language comprehension, or both. Diagnostic data examine skills such as phonological awareness, phonics, decoding, fluency, vocabulary, oral language, and comprehension to identify specific areas of need.

Students with word recognition needs receive targeted foundational skills instruction, while students with language comprehension needs receive explicit support in vocabulary, oral language, background knowledge, and comprehension. Students with needs in both areas receive coordinated intervention. Progress-monitoring data are used to adjust instruction and intervention as needed, ensuring that each student receives timely, targeted support aligned to identified literacy needs.

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.

The school uses a consistent home-school communication system to help families understand and support their child's reading and writing development. Teachers share student assessment results, grade-level expectations, strengths, and areas for growth through conferences, progress reports, and ongoing communication.

Families receive specific, manageable strategies aligned to classroom instruction, such as reading daily with their child, practicing phonics and high-frequency words, discussing vocabulary and texts, asking comprehension questions, and providing opportunities for writing.

When students need additional literacy support, teachers communicate the specific skill being addressed and provide families with strategies and resources for practice at home. Family literacy events, workshops, take-home materials, and digital resources further support parents in reinforcing instruction. This system ensures families understand their child's literacy needs and have practical tools to support reading and writing growth at home. Teachers also communicate with parents weekly through their grade level newsletters, weekly parent communication logs, and quarterly after benchmark assessments.

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.

At South Kilbourne, PreK–5th grade reading achievement and growth are monitored through a schoolwide MTSS process that uses multiple data sources to make intervention decisions. Teachers monitor classroom performance through standards-based assessments, Mastery Connect, progress-monitoring measures, and daily instructional evidence. This data identifies students who are below grade-level expectations, pinpoints specific skill gaps, and guides adjustments to core instruction, small-group instruction, and intervention. The universal screener is iReady Inform which is given three times per year. We will also use DCFAs to help drive our instructions, along with progress monitoring from the iReady platform.

Student data are reviewed twice monthly in PLCs and through MTSS meetings to determine whether students are making adequate progress toward grade-level reading proficiency. Teams consider assessment results, progress-monitoring data, attendance, behavior, and parent input when determining the appropriate level and type of intervention. Students receive targeted support based on identified needs, with progress monitored monthly in Tier 1, twice monthly in Tier 2, and weekly in Tier 3. Intervention is adjusted based on student response to ensure timely, data-driven support toward grade-level reading proficiency.

Section F: Describe how the school provides teacher training based on the science of reading, structured literacy, and foundational literacy skills to support all students in PreK-5th grade.

Richland School District One provides ongoing professional learning to ensure that PreK–5th grade teachers have the knowledge, skills, and instructional resources necessary to provide literacy instruction grounded in the science of reading, structured literacy, and foundational literacy skills. Professional learning is designed to build teacher capacity in explicit, systematic, and evidence-informed reading instruction and to support consistent implementation across grade levels.

A central component of the district's professional learning is **LETRS (Language Essentials for Teachers of Reading and Spelling)**. LETRS training for K–3 teachers began in September 2022 and provides teachers with a deeper understanding of how students learn to read and how to apply that knowledge to classroom instruction. The training supports teacher expertise in foundational literacy, phonological awareness, phonics, decoding,

encoding, fluency, vocabulary, language comprehension, and the connections among these areas. New teachers joining the district receive ongoing training and support to develop the same foundational knowledge and instructional practices.

The district also provides teachers with **Orton-Gillingham training**, which strengthens their ability to deliver structured, explicit, multisensory literacy instruction. Since the initial training in 2022, annual refresher opportunities have been provided to reinforce instructional practices and maintain consistency in the application of structured literacy principles. This training supports teachers in addressing students' foundational skill needs through systematic instruction in phonological awareness, sound-symbol relationships, decoding, encoding, syllable patterns, morphology, and spelling.

At the beginning of each school year, teachers participate in professional learning focused on implementing the state's updated standards and the district's recently adopted **Wonders** curriculum. A two-day training session provided teachers with guidance on navigating the new standards, understanding the instructional expectations, and effectively using the curriculum to support literacy development. This training helps teachers connect standards, curriculum, assessment, and evidence-based instructional practices.

Professional learning is reinforced through ongoing collaboration and application in the classroom. Teachers have opportunities to apply newly acquired knowledge, analyze student performance, adjust instruction, and use intervention resources based on student needs. The combination of LETRS training, Orton-Gillingham professional learning, standards and curriculum training, instructional technology, and ongoing support provides teachers with a comprehensive foundation for delivering high-quality literacy instruction.

Through this coordinated approach, Richland School District One builds teacher capacity across PreK–5th grade to provide explicit, systematic, structured, and developmentally appropriate literacy instruction. The goal is to ensure that every teacher has the training and resources necessary to address foundational literacy skills, respond to individual student needs, and support all students in becoming proficient readers and writers.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• All educators utilize resources and curricula that enhance comprehension, print concepts, phonological and phonemic awareness, phonics, spelling, fluency, vocabulary development, and align with South Carolina College and Career Readiness Standards. • The master schedule is designed to include dedicated blocks of time for instruction and practice in reading, writing, and research, while also accommodating interventions for students facing reading challenges at their individual levels. • Both teachers and students have access to a wide range of texts and materials for classroom reading, with teachers equipped with specific reading resources. • We are continuing to foster partnerships within the community. • Educators participate in continuous professional development opportunities offered by the school district.	• Enhance our progress monitoring between benchmarks by developing individualized action plans to track student growth and inform instructional decisions, while collaboratively setting short-term, measurable goals centered on reading behaviors. • Increase opportunities for student interactions that foster deep conceptual understanding through the habits of reading, writing, talking, and thinking. • Identify small group and intervention targets that align with the standards more effectively by actively participating in data team meetings and utilizing screening data and formative assessments. • More effectively integrate content-specific reading, writing, and research into ELA to create authentic learning experiences, using shared writing activities to better model accuracy and fluency. • Provide greater student choice in their reading, writing, and research topics. • Ensure teachers prominently display artifacts that reflect student learning more consistently that reflect the rigor of the standards. • Focus on providing professional development that is specifically targeted to address the unique needs of the school. • We offer opportunities for parents and family members to engage in literacy development sessions that promote literacy success.

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

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- 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 2024-2025 as determined by SC READY from ___**36.1**__ % to ___**40**___ % in the spring of 2025-2026.	We exceeded the projected goal by 11%. We had a total of 35 students to test in grade 3 for SC Ready. 18 of the 35 students tested in the **MET** or **Exemplary** category.
Previous Goal #2: By Spring 2026 have a least two family engagement events per month; totaling 18 events for the 2025-26 school year. Nine of those events being Literacy based and nine being needs based.	This goal was not achieved. During the 2025–2026 school year, South Kilbourne Elementary experienced inconsistencies in implementing its Parent and Family Engagement program. Although family events were held, many were schoolwide activities with parent participation rather than dedicated Parent and Family Engagement learning opportunities. Several activities in the Family Engagement Learning Opportunity Plan were also modified, combined, or not implemented as originally planned. These challenges identified a need for stronger coordination, communication, and accountability. Moving forward, the school will establish clear responsibilities and timelines, monitor monthly activities, and ensure family engagement opportunities are directly connected to supporting student learning and Title I requirements.

Previous Goal #3: By the end of the 2025–2026 school year, 100% of Pre-K–5th grade teachers will participate in monthly Professional Learning Opportunities (PLOs) focused on improving writing instruction through the use of the Writing Rope framework, modes of writing (narrative, informational, opinion), and Visible Learning strategies—including clear learning intentions, success criteria, and effective feedback—resulting in at least a 10% increase in student writing proficiency as measured by school-wide writing assessments.	100% of staff received on-going PLOs. Agendas, PowerPoints, and sign-in sheets were collected.

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 2026 as determined by SC READY from _**51**_____ % to ___**55**___ % in the spring of 2027.	• Implement the RISE intervention school-wide • Title 1 Tutor to help focus on foundational literacy skills • 30-minute intervention block across the school. • Monthly PLOs that focus on explicit and intentional instruction. • Monthly PLCs that focus on reading achievement and movement between levels for those students that are being progress monitored • Weekly guided planning sessions in ELA

	• Implement bimonthly extended planning sessions during the school day • Provide paid opportunities for collaborative planning outside the scope of the school day • Utilize Wonders, and SC State Standards to explicitly teach strategies for reading, writing, listening, and speaking more effectively • Conduct and analyze running records during PLC meetings to better target student needs. • Hold reading and writing conferences focused on providing tailored teaching points and actionable steps for students. • Collaborate with students to set meaningful goals based on universal screeners, formative, and summative assessments. • Participate in data team meetings to drive informed decision-making. • Partner with stakeholders to identify, promote, and implement literacy events that equip parents and families with resources to support their learners at home. • Use district created (DCFAs)Mastery Connect assessments • Continue to use Empowering Writer's in grades K-5
<u>Current Goal #2:</u> By Spring 2027 have a least two family engagement events per month; totaling 18 events for the 2026-27 school year. Nine of those events being Literacy based and nine being needs based.	• Host monthly SIC, PTO, and ATP meetings led by the Parent and Family Engagement Specialist to engage stakeholders. • Organize a 3rd Grade Literacy Night to serve as a Parent Information Session for R2S. • Strengthen the role of liaison between families, the school, and the community to enhance communication and support. • Re-establish and expand community partnerships to foster collaboration and support for school initiatives. • Share school report data regularly with stakeholders to promote transparency and informed decision-making

	• Establish Parenting Partners cohorts to provide structured support and resources for parents.
Current Goal #3: By the end of the 2026–2027 school year, 100% of Pre-K–5th grade teachers will engage in monthly Professional Learning Opportunities (PLOs) focused on implementing explicit instruction and Visible Learning practices, including clear learning intentions, success criteria, intentional modeling, guided practice, formative assessment, and effective feedback. As a result, students will demonstrate at least a 10% increase in proficiency on school-wide assessments.	• Provide monthly Professional Learning Opportunities (PLOs) • Develop and share instructional resources • Implement classroom walkthroughs • Facilitate instructional coaching cycles • Establish Professional Learning Communities (PLCs) • Model effective instructional practices • Monitor student learning through formative assessment • Provide ongoing feedback • Analyze student achievement data quarterly