

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2025-2026

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? 13
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 15
- How many teachers in your school are beginning Volume 1 of LETRS this year? 6
- How many teachers in your school are beginning Volume 2 of LETRS this year? 13
- 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 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.

Our K-5 (we do not have PreK) state-adopted Science of Reading research-backed curriculum, Amplify CKLA, includes oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension components to meet grade-level English/Language Arts standards. The curriculum addresses these essential components of ELA instruction via Core Knowledge units of study. In addition, the school uses Lexia Core 5 to supplement student needs. The school also is developing a GVC (Guaranteed & Viable Curriculum) to ensure all students receive common assessments and instruction. This is developed through PLCs working alongside Reading Coaches. The GVC includes common assessment tools that assess students' attainment of grade-level state standards. These assessments are developed with the Amplify CKLA assessment materials.

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.

Teachers in grades K-5 use LETRS assessments (PAST, Phonics and Word Reading, and Spelling Screener), GVC common assessments, common Marzano vocabulary terms and definitions, and the school's instructional framework: Marzano's New Art & Science of Teaching and the Nine High-Yield Instructional Strategies.

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.

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Our school uses Renaissance STAR assessments as a universal screener and progress monitoring tool. When students are identified as needing additional intervention through STAR assessment, we review progress monitoring data within our MTSS framework to pinpoint specific skill gaps and provide targeted interventions to support growth. At Tier 1, every student receives high-quality, research-based literacy instruction in phonological awareness, phonics, fluency, vocabulary, comprehension, and writing. Teachers differentiate by adjusting the content (such as providing texts at varied levels), the process (through flexible grouping, guided reading, or targeted mini-lessons), and the product (different ways students show understanding, like oral reading or written responses). If the core program does not meet the needs of many students, schools review factors such as attendance, instructional fidelity, and curriculum to strengthen Tier 1. At Tier 2, students who need additional support participate in small-group interventions in addition to core instruction. These sessions target specific skill gaps—for example, phonics through word study, fluency through repeated reading, vocabulary through explicit instruction, or comprehension through strategy practice. Tier 2 interventions are provided several times per week for set periods of time, with progress monitored regularly to adjust instruction. At Tier 3, students with significant and persistent gaps receive intensive, individualized support. Instruction is systematic, explicit, and focused on the most critical literacy skills. Support may include one-on-one phonics instruction, fluency practice with modeling and repetition, deep vocabulary development, or scaffolded comprehension strategies. Sessions occur more frequently and progress is monitored weekly. Collaboration with families is an essential part of this tier. Together, these tiers form a continuum of supports, ensuring all students—whether on grade level or needing intensive intervention—have access to differentiated literacy instruction that builds the skills necessary for long-term success.

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 sends home the STAR Family Reports three times per year along with a literacy resource flier detailing strategies and supports families can utilize at home to build literacy skills. Open House is held at the beginning of the year, during which teachers disseminate information on curriculum, routines, literacy practices and interpretation of data and reports. Families of Tier II and III students receive supplemental guidance and materials via meetings and progress reports.

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. Classroom teachers progress monitor Tier 1 students during WIN times. Tier II and III students are progress monitored according to the school's MTSS flowchart during their intervention blocks. Teachers and interventionists use CBMs to track student progress. Students are a part of goal-setting conversations with their teachers and are learning to track their own progress.

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.

Teachers are participating in the state provided LETRS (Language Essentials for Teachers of Reading and Spelling) training. All K-3 teachers have finished or are completing their LETRS training. This year, 4th and 5th grade teachers and middle school special educators are participating in new cohorts. Our reading coaches are trained as Lexia Local Certified Facilitators (LCFs) in Volume 1 (Units 1-4) and will be delivering Unit 1 LETRS

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professional development sessions to teachers who are just beginning their LETRS training. Coaches participate in professional development and then disseminate their learning to K-5 teachers. Teachers are continuing to participate in data-driven PLCs (Professional Learning Communities). Professional learning opportunities are embedded in our PLC processes and are reflexively delivered based on observed needs.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• Parent communication/involvement • LETRS trained teachers (We have 3 current cohorts and 2 completed cohorts of teachers trained). • Strong MTSS framework for identifying students in need and progress monitoring students.	• Solidifying and strengthening Tier I reading instruction via utilization of our CKLA curriculum • Increasing parent opportunities for deepening understanding of the Science of Reading (SOR)

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
<u>Previous Goal #1 (Third Grade Goal):</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY from 10.5 % to 10% in the spring of 2025.	Our data shows that we exceeded this goal. 9.2% of students scored Does Not Meet in the Spring of 2025.
<u>Previous Goal #2:</u> By June 2025, the school will increase parent involvement by hosting at least 3 literacy-based activities throughout the school year.	We met this goal by hosting the following literacy-based events: • <u>Winterfest:</u> A family-oriented STEM and literacy night where families participated in activities that were centered around reading. • Scholastic Book Fairs and Parent Night: We strengthened the connection between home and school while fostering a love of reading.

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	● Family Data Night: This gives families a clear understanding of how the school collects and uses student data (STAR, diagnostics, classroom assessments). ● Kick-Off to Summer Reading Event: This provided students with incentives to continue reading throughout the summer and also provided practical strategies that parents can use at home to reinforce learning.
<u>Previous Goal #3:</u> By June 2025, students will increase ownership of their learning through engagement in their classrooms thus moving from Level 1 of student engagement to Level 2.	We met this goal by implementing daily WIN time during which all teachers conferred with individual students and small groups to set academic goals and monitor progress towards those goals. Cluster and self-paced professional development was held in order to build teacher capacity in the area of student engagement and personalized learning. We will continue working on this as part of our critical commitment of student efficacy and advancing to level 3.

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
<u>Current Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 69.6% to 71% in the spring of 2026.	Teachers will engage in data-driven conversations via the PLC process in order to tailor instruction and assessment to meet the needs of students.

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<u>Current Goal #2:</u> By June of 2026, our reading coaches will create and facilitate LETRS Volume 1 sessions for phase 4 and 5 of LETRS implementation to increase educator efficacy in the Science of Reading. Coaches will also become Local Certified Facilitators for LETRS Volume 2 in order to further develop our staff capacity to deliver effective SOR-aligned instruction.	This will be achieved by: ● Completion of LETRS Volume 2 LCF training by the summer of 2026 (reading coaches) ● Creation of Unit 1-4 LETRS modules for in-house training sessions (reading coaches) ● Completion of online and in-person Volume 1 training by participating new cohorts (teachers) and support of existing cohorts to complete Volume 2 via synchronous online sessions
<u>Current Goal #3:</u> We will increase parent opportunities to deepen understanding of the Science of Reading.	This will be achieved by: ● Break-out sessions held during our parent data and literacy nights ● Resource fliers shared with families with each STAR Reading benchmark parent report ● SOR strategies shared via parent meetings and quarterly progress reports for students who are receiving Tier II and III reading intervention supports via MTSS