

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? 4
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 10 (including literacy coach, AP/CT, and principal)
- 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? 4
- How many CERDEP PreK teachers in your school have completed EC LETRS? 3
- How many CERDEP PreK teachers in your school are beginning EC LETRS this year? 3 (2 already completed LETRS as 5K teachers)

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.

Systematic Alignment to the Six Essential Components of Reading

Southside Early Childhood Center's approach to reading instruction is systematically aligned to the six essential components of reading—oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension—to ensure that all students are able to meet or exceed grade-level expectations in English Language Arts. Instruction, assessment, and intervention practices are intentionally designed to reflect the science of reading and are implemented with fidelity across all PreK and Kindergarten classrooms.

Instructional Practices

Oral Language:

At Southside, oral language development is embedded throughout daily instruction and routines. Teachers intentionally model rich language and provide multiple opportunities for students to listen, speak, and respond through structured discussions, morning meetings, read-alouds, and partner talk. Academic conversations and purposeful questioning promote listening, speaking, and reasoning skills. These interactions, supported by SAVVAS literacy routines, build background knowledge and lay the foundation for reading comprehension.

Phonological Awareness:

Students receive daily, explicit instruction in phonological awareness using the UFLI Phonics program. Lessons include activities such as segmenting, blending, and manipulating sounds, delivered through a systematic and sequential approach that supports mastery. Teachers also integrate phonological awareness into

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transitions and circle time for additional reinforcement. Students who need extra support receive targeted intervention through small-group instruction with the reading interventionist or classroom teacher.

Phonics:

Phonics instruction is explicitly and systematically delivered through UFLI Phonics. Students are introduced to sound-spelling patterns, decoding strategies, and word recognition skills in a carefully sequenced progression. Instruction is multisensory and reinforced across the day in literacy centers and small groups. The literacy coach supports teachers through lesson internalizations, modeling, and side-by-side coaching to ensure instructional fidelity and consistency across classrooms.

Fluency:

Fluency development begins early at Southside through shared reading, echo reading, and teacher modeling. Students participate in guided oral reading and repeated readings of familiar texts and poems. Teachers emphasize accuracy, rate, and expression during daily literacy lessons, and fluency is monitored regularly through UFLI and SAVVAS assessments to ensure progress toward grade-level benchmarks.

Vocabulary:

Vocabulary instruction is explicitly taught using the SAVVAS Reading and Writing curriculum. Teachers focus on academic and domain-specific vocabulary through interactive read-alouds, anchor charts, and thematic units that connect across content areas. Students engage in oral practice, categorization, and context-based discussions to build word meaning and usage. The literacy coach and instructional teams collaborate to ensure vocabulary instruction supports comprehension and aligns with current units of study.

Comprehension:

Comprehension instruction is grounded in the SAVVAS Reading and Writing curriculum and reinforced through daily read-alouds and shared reading experiences. Students learn strategies such as questioning, retelling, sequencing, and making inferences. Instruction is scaffolded to help students engage with increasingly complex texts. Teachers utilize graphic organizers and visual supports to enhance understanding and promote connections between reading and writing.

Assessment Tools and Frequency

Student progress in each reading component is measured using the i-Ready Diagnostic assessment, administered three times annually—in the fall, winter, and spring. Additional ongoing measures include weekly UFLI assessments, SAVVAS unit assessments every six weeks, and teacher-created formative assessments. This comprehensive approach provides actionable data on phonological awareness, phonics, fluency, vocabulary, and comprehension, allowing educators to monitor and respond to individual growth throughout the year.

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Use of Data to Inform Instruction

At Southside, assessment data is systematically reviewed in weekly PLC meetings and bi-monthly Guiding Coalition meetings. Teachers, the literacy coach, and interventionists collaborate to:

- Form homogeneous and heterogeneous small groups for targeted instruction;
- Identify students requiring Tier 2 or Tier 3 intervention through the MTSS framework;
- Differentiate core instruction to meet individual student needs; and
- Adjust instructional pacing and groupings based on ongoing assessment results.

Data analysis is continuous, ensuring that every student receives the right level of support at the right time.

Multi-Tiered Systems of Support (MTSS)

Southside's MTSS framework provides a structured, responsive approach for students not meeting grade-level expectations:

- **Tier 2:** Students receive targeted small-group instruction with a reading and/or math interventionist four times per week for 30 minutes, typically in groups of three. Additionally, teachers provide Tier 2 support during classroom instruction through differentiated small-group activities.
- **Tier 3:** Students receive individualized, intensive intervention four times per week for 30 minutes. Interventionists tailor lessons to address specific skill deficits using diagnostic data. Student progress is closely monitored, and instructional plans are adjusted based on ongoing results.

Progress and intervention decisions are reviewed in MTSS meetings, where teachers, the literacy coach, and administrators collaborate to ensure that instructional adjustments are timely and data-driven.

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Alignment with Science of Reading and State Standards

Core instructional programs—UFLI Phonics and SAVVAS Reading and Writing—as well as intervention supports, are high-quality instructional materials (HQIM) approved by the state and grounded in the science of reading. These programs ensure consistency, research-based practices, and alignment with early literacy standards.

Through this cohesive system of instruction, assessment, coaching, and intervention, Southside Early Childhood Center ensures that every student builds a strong foundation in literacy, setting the stage for long-term academic success.

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

At Southside Early Childhood Center, serving PreK and Kindergarten students, word recognition assessment and instruction are intentionally aligned with the science of reading, structured literacy principles, and the developmental needs of early learners. Instruction is explicit, systematic, and multisensory, ensuring that all students acquire a strong foundation in phonological awareness, phonics, and decoding—skills essential for future literacy success.

Instructional Practices

Word recognition instruction is delivered through UFLI Foundations and SAVVAS Reading and Writing, both of which provide systematic, sequential, and cumulative instruction in foundational literacy. Instructional practices are intentionally embedded within daily routines and play-based learning experiences appropriate for early learners.

- **Phonological Awareness:**
Students engage in explicit daily instruction targeting rhyming, syllable segmentation, blending, and phoneme manipulation through interactive lessons, songs, and movement-based activities. In 4K, instruction emphasizes oral language play and sound discrimination, while 5K builds upon these skills to prepare students for phonics and early decoding.
- **Phonics and Decoding:**
Kindergarten students receive structured phonics lessons through UFLI Foundations, where they learn letter-sound correspondence, blending, and decoding within connected, decodable texts. Instruction is cumulative and reinforced through hands-on literacy centers, small-group instruction, and individual practice opportunities.

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- **Structured Literacy Principles:**

All instruction follows a structured literacy approach that is explicit, systematic, diagnostic, and responsive. Teachers use ongoing data to determine pacing and reteaching needs, ensuring mastery before advancing to more complex skills.

Instructional Materials and Alignment to the Science of Reading

Southside utilizes UFLI Foundations and SAVVAS Reading and Writing as its core instructional programs. Both programs:

- Are state-approved HQIM (High-Quality Instructional Materials) grounded in the science of reading.
- Provide systematic instruction in phonological awareness, phonics, and decoding aligned with early learning standards.
- Integrate vocabulary, fluency, and comprehension connections to foster holistic early literacy development.
- Include engaging, developmentally appropriate materials that build both foundational skills and a love of reading.

Assessment Tools and Frequency

Word recognition and foundational literacy skills are assessed frequently to guide instruction and ensure early intervention:

- **UFLI Weekly Assessments:** Conducted each Friday to monitor student mastery of targeted phonics and decoding skills. Results are used to form small groups and adjust lesson pacing.
- **SAVVAS Unit Assessments:** Administered approximately every six weeks to measure cumulative understanding of phonological awareness, phonics, and decoding within each instructional unit.
- **i-Ready Diagnostic:** Administered three times annually (fall, winter, spring) to provide comprehensive data on phonological awareness, phonics, and decoding.
- **MyIGDIs (4K):** Used to assess early literacy readiness in areas such as rhyming and sound discrimination.

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Data-Driven Instruction and Intervention

Assessment data is systematically reviewed in weekly PLC meetings and bimonthly Guiding Coalition meetings to inform instructional decisions:

- Weekly UFLI data drives small-group formation and immediate instructional adjustments.
- SAVVAS and i-Ready data are analyzed to identify trends and determine the need for Tier 2 and Tier 3 interventions.
- Students receiving Tier 2 or Tier 3 support participate in targeted small-group sessions with the reading interventionist and continue to receive differentiated instruction within their classroom.
- Each student also maintains a red daily folder that travels between home and school to strengthen school-family communication regarding learning activities, homework, and progress updates.

Professional Learning and Teacher Support

Teachers receive continuous coaching and professional learning to ensure high-quality, consistent literacy instruction:

- The literacy coach provides ongoing support through in-class modeling, co-teaching, and lesson internalization.
- Coaching cycles focus on data analysis, implementation of UFLI routines, and alignment to the science of reading.
- During PLCs, the literacy coach facilitates collaborative planning, supports instructional adjustments based on assessment data, and helps maintain fidelity to structured literacy practices.

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.

Use of Universal Screener and Diagnostic Assessment Data to Determine Targeted Pathways of Intervention

At Southside Early Childhood Center, universal screener and diagnostic assessment data are systematically used to identify PreK–Kindergarten students who are not yet demonstrating grade-level proficiency in reading and to determine the most appropriate, targeted intervention pathways in word recognition or language comprehension. This approach ensures that instruction and intervention are data-driven, developmentally appropriate, and responsive to the needs of our youngest learners.

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Universal Screener

Southside utilizes the i-Ready Diagnostic as the universal screener for all Kindergarten students, administered three times annually (fall, winter, and spring). For 4K students, the MyIGDIs assessment serves as the universal screener, providing early literacy data in key areas such as rhyming and phonemic awareness. These assessments identify students performing below grade-level expectations and provide domain-level data indicating whether a student's primary area of need lies in word recognition (phonological awareness, phonics, decoding) or language comprehension (vocabulary, oral language, listening comprehension).

Diagnostic Assessments

Following the universal screening process, students participate in multiple diagnostic assessments that guide instruction and progress monitoring:

- **i-Ready Diagnostic:** Administered in the fall, winter, and spring to measure progress and monitor growth toward literacy goals.
- **SAVVAS Reading and Writing Unit Assessments:** Administered approximately every six weeks to provide insight into phonological awareness, phonics, decoding, and comprehension within the curriculum sequence.
- **UFLI Weekly Assessments:** Conducted every Friday to measure mastery of weekly phonics and word recognition skills.
- **Teacher-Created Checklists and Anecdotal Notes:** Used frequently to monitor progress in early literacy and oral language, especially for PreK students where skill development may occur in smaller, incremental steps.

Data Analysis and Placement in Intervention Pathways

Data analysis is an ongoing, collaborative process at Southside. Teachers, the literacy coach, interventionists, and leadership teams review assessment data during weekly PLC meetings, bimonthly Guiding Coalition meetings, and MTSS team meetings.

- Data from i-Ready, UFLI, SAVVAS, and teacher-created assessments are used to identify trends, skill gaps, and instructional priorities.
- Based on this data, decisions are made about which students should receive additional support from the reading interventionist and which students would benefit from Tier 2 differentiated instruction within the classroom.
- Students are strategically placed in intervention pathways based on their primary area of need:

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Word Recognition Interventions

- Daily small-group phonics instruction using UFLI Foundations and Hand2Mind phonics kits to reinforce letter-sound correspondence and decoding.
- Practice with high-frequency words through multisensory games, repetition, and engagement in print-rich activities.
- Interactive read-alouds emphasizing print concepts, tracking print, and word recognition in context.

Language Comprehension Interventions

- Structured story mapping to strengthen understanding of characters, settings, and plot sequences.
- Questioning strategies to promote oral language development, comprehension, and inferencing.
- Vocabulary instruction through thematic units, discussions, and hands-on learning experiences that connect new words to real-world contexts.

Combined Approaches

- Rotations through literacy centers focused on both decoding and comprehension skills.
- Targeted small-group instruction informed by ongoing data analysis.
- Family involvement through take-home reading activities, the daily red communication folders, and family literacy events that extend learning beyond the classroom.

Progress Monitoring and Adjustment of Instructional Support

Progress monitoring at Southside is continuous and comprehensive.

- The reading interventionist conducts end-of-cycle assessments every six weeks and collects daily anecdotal notes to track student progress.
- Teachers monitor growth through weekly UFLI assessments, SAVVAS unit data, and ongoing observational records.
- Instructional support is continuously refined based on trends in the data and teacher observations.

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As students meet established benchmarks:

- They may be exited from intervention and continue progress through Tier 1 classroom instruction, or
- Receive new individualized goals to continue targeted literacy development.

As students exit, others demonstrating emerging needs are brought into intervention, ensuring that support remains fluid, equitable, and responsive to student growth patterns. This cyclical process allows Southside to maintain a proactive and efficient MTSS framework that addresses the literacy needs of every child early and effectively.

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.

System to Support Parents in Fostering Literacy at Home

At Southside Early Childhood Center, family engagement is a cornerstone of literacy development. The school has established a comprehensive, family-centered system designed to support parents in fostering early literacy skills at home. This system emphasizes daily communication, accessible resources, hands-on learning opportunities, and culturally responsive practices that empower families to take an active role in their child's reading and writing growth.

Communication with Families

Southside maintains consistent and transparent communication with families to ensure that parents are informed and involved in their child's progress.

- **Parent/Teacher Conferences:** Conducted twice annually, in the fall and winter, to review literacy data from i-Ready, SAVVAS, and classroom assessments. Teachers collaborate with parents to set individualized goals and share at-home strategies aligned with each student's current developmental level.
- **Progress Reports and Report Cards:** Families receive progress reports midway through each quarter and report cards at the end of each grading period. These documents include detailed updates on literacy skill growth, intervention progress (if applicable), and next steps for continued improvement.
- **Daily Red Folders:** Every Southside student carries a red communication folder between home and school each day. This folder serves as a key link between teachers and parents, containing classwork, homework, teacher notes, and important updates. Families also use the folder to return completed assignments, sign forms, and share notes or questions for the teacher.

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- **Digital Communication Platforms:** Southside uses School Status Connect as its primary communication platform. Teachers and administrators share newsletters, reminders, and announcements through the system, which automatically translates messages to ensure accessibility for multilingual families.
- **Weekly Newsletters:** The Southside Scoop newsletter, distributed weekly, highlights schoolwide literacy initiatives, family events, and student celebrations. In addition, teachers send weekly classroom newsletters through School Status Connect outlining focus skills, weekly themes, and suggested at-home activities.

Parent Resources and Training Opportunities

Southside provides multiple opportunities for parents to build their confidence and capacity in supporting literacy development at home.

- **Title I Parent Nights:** Families participate in interactive literacy workshops facilitated by the literacy coach and teaching staff. Each session models practical strategies—such as sound blending, shared reading, and vocabulary games—and provides families with take-home materials to reinforce skills.
- **Coaches' Corner:** The literacy coach curates and distributes monthly family resources that align with current classroom units and reading goals. These resources include phonics games, rhyming cards, alphabet tracing sheets, and book recommendations that reflect classroom themes.
- **Parent Power Hour:** A signature Southside initiative, Parent Power Hour takes place quarterly and invites families to spend one hour engaging in hands-on literacy activities alongside their child. During this time, the literacy coach models strategies, parents practice them with their child, and families receive resources such as magnetic letters, decodable readers, and writing supplies to continue practice at home.
- **MTSS Family Meetings:** For students receiving Tier 2 or Tier 3 intervention, parents meet with the MTSS team—which may include the literacy coach, interventionists, administrators, and the family-school facilitator—to review data, set home goals, and receive customized materials such as alphabet manipulatives, fine-motor supports, and early writing kits.

Guidance for Parents on Literacy Strategies

Parents receive explicit instruction and guidance on how to support early literacy in fun, meaningful ways that fit into daily routines.

- **Fluency:** Families are encouraged to read aloud daily using echo reading, choral reading, or repeated readings of familiar texts.
- **Comprehension:** Parents are provided with question stems and story maps to use during shared reading to promote deeper understanding.
- **Writing Development:** Teachers encourage families to engage children in journaling, labeling household items, and creating short sentences or stories during home writing practice.

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These strategies are reinforced during workshops, newsletters, and family events, ensuring parents feel confident and supported in applying them at home.

Accessibility and Cultural Responsiveness

Southside is committed to ensuring that all families—regardless of background, language, or literacy level—have access to the tools and support needed to help their children succeed.

- **Translation and Accessibility:** All materials sent home, including newsletters and progress reports, are available in translated formats. School Status Connect's automatic translation feature allows families to receive communication in their preferred language.
- **Cultural Inclusivity:** Family events such as Title I Parent Nights and Parent Power Hour incorporate culturally responsive texts, multilingual book selections, and activities that honor the diverse traditions represented in Southside's community.
- **Family-Centered Approach:** Each event is designed to be interactive and welcoming to young children and their caregivers, emphasizing relationship-building and shared learning as part of Southside's whole-child philosophy.

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.

Monitoring Reading Achievement and Growth

At Southside Early Childhood Center, monitoring reading achievement and growth is an intentional, systematic process that begins in the classroom and extends to schoolwide collaboration and family partnership. Because our students are in the earliest stages of literacy development, our system emphasizes early identification, targeted intervention, and ongoing progress monitoring to ensure that every child builds a strong foundation for future reading success.

Progress Monitoring Tools and Assessments

Southside employs a variety of assessments to capture a complete picture of student literacy development. These tools are used to measure growth, guide instruction, and inform intervention decisions for both 4K and 5K students.

- **i-Ready Diagnostic Assessments (Fall, Winter, Spring):** Administered three times annually, this assessment provides comprehensive data on student proficiency in phonological awareness, phonics, vocabulary, and comprehension. The diagnostic helps teachers identify students performing below benchmark and track progress toward grade-level proficiency.

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- **i-Ready Personalized Learning Path:** Students engage daily in individualized digital instruction that adapts in real time to their skill level. Teachers and interventionists monitor these reports weekly to ensure students are working at an appropriate level of challenge and making consistent progress.
- **SAVVAS Common Unit Assessments:** Conducted every six weeks to measure mastery of phonological awareness, phonics, and comprehension skills taught during each instructional unit.
- **Progress Monitoring Assessments:** Teachers conduct frequent checks using letter identification, letter sound identification, high-frequency word recognition, and print concept assessments to measure growth in foundational literacy.
- **Teacher-Created Checklists and Informal Assessments:** Embedded within daily instruction, these provide ongoing insights into skill development, classroom participation, and independent reading behaviors.

Data Collection and Analysis

At Southside, data collection is both structured and continuous, ensuring that instructional adjustments are timely and precise.

- **Comparative Analysis:** Individual performance is compared to developmental benchmarks and previous diagnostic results to identify students performing at, above, or below expectations.
- **Trend Analysis:** Longitudinal growth patterns are monitored across assessment windows to determine whether students are demonstrating adequate progress toward literacy goals.
- **Skill-Specific Analysis:** Data is disaggregated by skill area—phonological awareness, decoding, vocabulary, and comprehension—to pinpoint strengths and areas requiring targeted support.

Data Interpretation and Decision-Making

Data analysis is collaborative and occurs within multiple structured settings:

- **Weekly PLC Meetings:** Grade-level teams (4K, 5K, and exceptional education) meet weekly to analyze classroom and assessment data. Teachers identify trends, discuss individual student progress, and develop instructional next steps.
- **Guiding Coalition Meetings:** Held on the second and fourth Fridays of each month, these meetings include PLC leaders, administrators, and the literacy coach. Representatives bring data and notes from their PLCs to identify schoolwide trends, set literacy goals, and determine focus areas for instructional improvement.

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- **MTSS Meetings:** Classroom teachers and interventionists collaborate to present student data and discuss progress toward individualized goals. This shared review ensures that intervention plans are aligned and responsive to both classroom performance and pull-out instruction.

Intervention Adjustments

The MTSS framework at Southside provides a structured, fluid system for adjusting instructional supports as student needs evolve:

- Students demonstrating mastery are transitioned back to Tier 1 instruction with ongoing classroom differentiation.
- Students who meet their Tier 2 goals establish new targets to continue progressing toward grade-level proficiency.
- Students not yet meeting Tier 2 expectations receive revised instructional plans, additional support, or increased frequency of intervention.
- Students requiring more intensive assistance are moved to Tier 3, where they receive one-on-one or small-group instruction from the reading interventionist focused on specific literacy components.

Continuous Progress Monitoring

Monitoring occurs daily, weekly, and cyclically to ensure responsiveness and accuracy.

- Teachers monitor progress through classroom-based assessments, observational notes, and ongoing formative checks.
- Interventionists conduct formal assessments at the end of each six-week cycle and maintain daily anecdotal records of student performance.
- The literacy coach provides support by reviewing data trends, modeling instructional strategies, and helping teams refine their approaches when students are not showing expected growth.

Schoolwide Accountability and Improvement

Data review and accountability occur at multiple levels to maintain alignment and promote continuous improvement:

- Weekly PLCs ensure classroom-level data informs immediate instructional adjustments.
- Guiding Coalition meetings review grade-level trends, set schoolwide literacy goals, and monitor progress toward the i-Ready stretch goal of 75% of students meeting or exceeding their target.

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- MTSS meetings provide a structured process for reviewing student-level progress and adjusting interventions collaboratively.
- Learning labs and coaching cycles led by the literacy coach reinforce the application of data-driven strategies in the classroom.

Parent Partnership and Communication

Families are active partners in supporting reading achievement and growth. Southside ensures that parents are informed and engaged at every stage of their child's literacy journey through:

- **Parent-Teacher Conferences:** Held twice annually to review i-Ready data, classroom assessments, and intervention progress.
- **Progress Reports and Report Cards:** Issued quarterly, with specific updates on reading performance and goals.
- **MTSS Family Meetings:** Parents collaborate with teachers, interventionists, and administrators to review progress and discuss next steps for home and school support.
- **Daily Red Folders:** Sent home with each student to communicate classwork, progress updates, and home reading activities.
- **School Status Connect:** Used for schoolwide and classroom communication, automatically translating messages to ensure accessibility for all families.

Through this comprehensive and collaborative system, Southside Early Childhood Center ensures that the monitoring of reading achievement and growth is ongoing, data-driven, transparent, and inclusive, providing every student with the support necessary to achieve and maintain grade-level proficiency in reading.

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.

Teacher Training in the Science of Reading, Structured Literacy, and Foundational Literacy Skills

At Southside Early Childhood Center, professional learning is intentional, sustained, and directly aligned to our school's mission of ensuring every child becomes a confident, capable reader. Because we serve the earliest learners (4K and 5K), our teacher training focuses heavily on the science of reading, structured literacy, and foundational skill development to ensure instruction is explicit, systematic, and responsive to student needs.

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Professional Development Opportunities

- **LETRS Training:** All Southside teachers and interventionists have completed, or are in the process of completing, LETRS training. This training has transformed instructional practices across classrooms by deepening teacher understanding of phonological awareness, phonics, vocabulary, fluency, and comprehension—the essential components of reading identified by the National Reading Panel. Teachers apply this knowledge daily through explicit instruction, small-group work, and data-driven interventions.
- **Curriculum-Aligned PD:** Schoolwide professional development is intentionally aligned to where teachers are within both the UFLI phonics framework and the SAVVAS Reading and Writing curriculum. PD sessions focus on lesson internalization, scaffolding for early learners, and aligning phonics routines with high-quality text experiences. Southside's leadership team and literacy coach ensure that all sessions provide hands-on application and immediate classroom relevance.
- **Weekly PLCs:** Grade-level Professional Learning Communities (4K, 5K, and exceptional education) meet weekly to analyze student data, share instructional strategies, and plan small-group instruction. These PLCs often focus on transferring learning from LETRS and UFLI training directly into daily practice, ensuring professional development remains embedded in the classroom.

Job-Embedded Support Structures

- **Coaching Cycles:** The literacy coach partners with teachers through structured coaching cycles that include pre-conferences, classroom observations, modeling, and reflection meetings. Support is tailored to teacher needs—ranging from refining phonemic awareness routines to strengthening data-driven small-group instruction.
- **On-Demand Coaching:** Teachers at Southside can request immediate coaching support at any time. This flexible model allows for timely assistance during unit planning, lesson execution, or data analysis, ensuring that professional learning remains responsive and ongoing.
- **Collaborative Teams:** Through Guiding Coalition meetings (held bi-monthly), representatives from each PLC collaborate with administration and the literacy coach to review data trends, share instructional successes, and determine schoolwide professional learning priorities.
- **Peer Collaboration:** Southside fosters a culture of open collaboration, where teachers frequently observe one another, co-plan lessons, and participate in peer feedback cycles. This collegial environment encourages continuous reflection and the sharing of best practices across classrooms.

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Measuring the Impact of Training

Southside uses multiple data sources to evaluate the impact of professional learning and ensure it leads to meaningful improvement in both instruction and student achievement.

- **Instructional Practice:** The literacy coach and administrative team conduct regular learning walks and observations focused on the implementation of structured literacy routines, phonics instruction, and small-group differentiation. Feedback from these observations is used to celebrate effective practices and determine areas for additional support.
- **Student Achievement Data:** Teacher training effectiveness is directly connected to student outcomes. Data from i-Ready diagnostics, SAVVAS unit assessments, and foundational skills progress monitoring (letter identification, phoneme segmentation, high-frequency word recognition, and print concepts) is analyzed quarterly to evaluate whether professional learning is translating into student growth.
- **Continuous Adjustment:** Professional development plans are dynamic. When data indicates an instructional gap—such as challenges with blending routines or vocabulary instruction—the leadership team collaborates with the literacy coach to design follow-up PD or targeted coaching to address the need immediately.

Commitment to Professional Growth

At Southside, professional learning is not a one-time event—it is a continuous cycle of learning, application, reflection, and adjustment. This approach ensures that every teacher is supported in implementing evidence-based reading instruction with fidelity. By combining LETRS knowledge, structured literacy practices, and ongoing coaching, Southside teachers are empowered to deliver the kind of early reading instruction that builds strong, lifelong readers.

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Section G: Analysis of Data

Strengths	Possibilities for Growth
1. Alignment with the Science of Reading - Core instructional materials (UFLI and SAVVAS) are evidence-based, vetted, and aligned with state standards and the science of reading. - Teachers are trained or in the process of completing LETRS, strengthening their knowledge of structured literacy and foundational skills. 2. Comprehensive Assessment System - The use of i-Ready diagnostics, SAVVAS unit assessments, and weekly UFLI checks provides multiple data points to monitor student progress. - Frequent progress monitoring at both classroom and intervention levels ensures that instructional decisions are responsive and timely. 3. Robust Intervention Framework - The MTSS process is well-defined, with clear criteria for Tier 1, Tier 2, and Tier 3 supports. - Interventionists use both formal six-week assessments and daily anecdotal notes to inform instruction and adjust goals as needed. 4. Collaborative Structures for Data Analysis - Weekly PLCs and bi-monthly guiding coalition meetings provide structured opportunities to analyze data, align instruction, and set schoolwide goals.	1. Systematic Measurement of Professional Development Impact - While teacher training is robust, the process for linking professional development topics directly to student outcome data could be further formalized. - Establishing clear metrics (e.g., growth in i-Ready subdomains after targeted PD) would strengthen the evaluation of professional learning. 2. Enhanced Parent Capacity-Building - Current family engagement is strong; however, expanding take-home practice kits, video demonstrations, or digital resources could further support parents in reinforcing structured literacy practices consistently at home. 3. Streamlined Progress Monitoring Tools - With multiple assessments (i-Ready, UFLI, SAVVAS, teacher checklists, interventionist notes), the volume of data is significant. Streamlining how data is synthesized into one actionable dashboard or profile per student could make decision-making more efficient. 4. Sustainability of Coaching and Collaboration Structures - As reliance on the literacy coach is high, building teacher-leader capacity (e.g., peer coaches or model classrooms) could ensure sustainability and scalability of job-embedded support.

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- Teachers, interventionists, and leadership collaborate during MTSS meetings to review student progress and adjust support. 5. Strong Parent and Family Engagement - Multiple communication channels (parent conferences, red folders, newsletters, SchoolStatus Connect, and translated materials) ensure families stay informed. - Initiatives such as Title I Parent Nights, Coaches' Corner, and the new Parent Power Hour provide parents with practical strategies and resources to support literacy at home. 6. Job-Embedded Teacher Support - The literacy coach provides ongoing, in-class support, modeling, and coaching cycles, ensuring professional development translates into classroom practice. - PLCs and guiding coalition meetings foster collaboration, shared accountability, and professional growth among teachers.	5. Early Identification and Differentiation for Language Comprehension Needs - Much of the current progress monitoring focuses heavily on word recognition skills. Increasing the use of diagnostic tools or formative checks specifically for oral language and comprehension in PreK–Kindergarten could strengthen balanced literacy development. 6. Expanding Intervention Documentation - Intervention adjustments are currently based on six-week assessments and anecdotal notes. Developing a standardized intervention tracking system (e.g., digital logs across all interventionists) would enhance consistency and allow for stronger schoolwide analysis of intervention effectiveness.
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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 (5K Goal):</u> By the conclusion of the 2024-2025 academic year, it is anticipated that 50% of students currently scoring at level 0 on the Phonics and Word Recognition Subtest of MAP Reading Fluency will achieve an increase of at least 2 levels. Additionally, 50% of students scoring at level 1 or higher are expected to improve by a minimum of 1 level. This progress will be facilitated through ongoing monitoring and the application of strategies collaboratively developed during weekly Professional Learning Community (PLC) meetings and learning labs.	During the 2024-2025 school year, educators participated in weekly Professional Learning Community (PLC) meetings. During these sessions, they systematically collected high-frequency word inventories and phonics surveys. This data facilitated self-reflection and progress monitoring throughout their PLC discussions. Educators were able to identify areas of concern and establish growth objectives, which informed their instructional decisions for both groups and individual students. As a result, the school successfully exceeded its previous year's goal by 14%. By the end of the year, we had a total of 64.8% of our students scoring at or above the expected level.
<u>Previous Goal #2 (4K Goal):</u> By the conclusion of the 2024-2025 academic year, the percentage of students receiving scores categorized as "does not meet" and "approaching" on the uppercase letter ID assessment is projected to decrease from 52.7% to 25%. Additionally, the percentage of students receiving scores categorized as "does not meet" and "approaching" on the lowercase letter ID assessment is projected to decrease from 36.6% to 25%. This outcome will be achieved through ongoing progress monitoring and the systematic application of strategies developed during our weekly Professional Learning Community (PLC) meetings and learning labs.	During the 2024-2025 academic year, teachers participated in weekly Professional Learning Community (PLC) meetings. They systematically gathered both formal and informal letter identification inventories, utilizing this data for self-reflection and progress monitoring throughout the PLC sessions. These discussions facilitated the identification of areas of concern and the establishment of growth objectives, enabling teachers to make informed instructional decisions for both groups and individual students. As a result of these collaborative efforts, the school successfully exceeded both of its goals for letter identification in the 4K program.

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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
<u>Current Goal #1 (5K Goal):</u> By the conclusion of the 2025-2026 academic year, it is anticipated that 75% of students will meet or exceed their individual stretch goal on the i-Ready diagnostic assessment. This progress will be facilitated through ongoing monitoring and the application of strategies collaboratively developed during weekly Professional Learning Community (PLC) meetings, bimonthly guiding coalition meetings, and learning labs.	Daily i-Ready Engagement • Students will complete daily personalized learning path lessons, with teachers monitoring lesson pass rates and providing immediate support as needed. Data-Driven Instruction • Teachers will use PLC meetings (weekly) and guiding coalition meetings (bimonthly) to analyze i-Ready and classroom data, plan targeted small-group lessons, and adjust interventions. Coaching & Professional Support • The literacy coach will provide ongoing coaching cycles, classroom support, and model lessons to strengthen instruction in phonics, fluency, vocabulary, and comprehension. Tiered Interventions • Students will receive MTSS support (Tier 2 small groups, Tier 3 one-on-one as needed), with progress reviewed monthly and goals adjusted based on data.

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	Progress Monitoring & Accountability Student growth will be monitored through i-Ready diagnostics (3x/year) and monthly checks. Data will be shared with teachers, families, and leadership teams to ensure accountability and celebrate growth.
<u>Current Goal #2 (5K Goal):</u> By the conclusion of the 2025-2026 academic year, it is anticipated that 75% of students will score meets or exceeds on the i-Ready diagnostic assessment. This progress will be facilitated through ongoing monitoring and the application of strategies collaboratively developed during weekly Professional Learning Community (PLC) meetings, bimonthly guiding coalition meetings, and learning labs.	Daily i-Ready Engagement - Students will complete daily personalized learning path lessons, with teachers monitoring lesson pass rates and providing immediate support as needed. Data-Driven Instruction - Teachers will use PLC meetings (weekly) and guiding coalition meetings (bimonthly) to analyze i-Ready and classroom data, plan targeted small-group lessons, and adjust interventions. Coaching & Professional Support - The literacy coach will provide ongoing coaching cycles, classroom support, and model lessons to strengthen instruction in phonics, fluency, vocabulary, and comprehension. Tiered Interventions - Students will receive MTSS support (Tier 2 small groups, Tier 3 one-on-one as needed), with progress reviewed monthly and goals adjusted based on data. Progress Monitoring & Accountability - Student growth will be monitored through i-Ready diagnostics (3x/year) and monthly checks. Data will be shared with teachers, families, and leadership teams to ensure accountability and celebrate growth.

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Current Goal #3 (4K Goal):

By the conclusion of the 2025-2026 academic year, it is anticipated that at least 75% of students will demonstrate growth by improving their benchmark performance by 1 Tier or more, as measured by the MyIGDIs assessment in 'Rhyming' and 'Which One Does Not Belong'. Students who begin the year in Tier I are expected to maintain their performance within that Tier.

Targeted Instruction

- Implement daily or frequent phonological awareness activities in rhyming and categorization during core literacy blocks.
- Use small-group instruction to differentiate support based on student Tier levels.

Progress Monitoring

- Conduct weekly or bi-weekly formative checks in rhyming and categorization.
- Track student progress to inform instructional adjustments.

Tiered Interventions

- Provide Tier 2 support 3x/week and Tier 3 intensive support 5x/week for students not meeting benchmark.
- Maintain Tier 1 performance through core classroom activities.

Literacy Coach Support

- Coach observes, models, and co-teaches targeted phonological awareness strategies.
- Supports small groups and individual students as needed to accelerate growth.

Data Review & Adjustment

- Analyze MyIGDIs data during PLCs and guiding coalition meetings.
- Adjust instruction, small groups, and interventions based on student progress.