South Carolina Department of Education
Read to Succeed District Plan: Oconee County

Section A: Describe how reading assessment and instruction for all students in the district 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.

All the students in the district are assessed in oral language, phonological awareness, phonics, fluency, vocabulary and comprehension through the use of various assessment tools. Pre-K students' readiness skills are assessed through MyIgdis and Kindergarten readiness skills are assessed through the KRA during the first 45 days of school. Kindergarten and first grade students take the FastBridge screener three times a year to assess reading skills. First through third grade students participate in MAP testing for assessing the components of reading as well as HMH Into Reading assessments. Students in third through fifth grade participate in three yearly benchmark assessments to determine growth in the reading components as well as mastery of the SC ELA standards. Students who are identified as needing additional support or interventions are progress monitored using FastBridge.

Section B: Document how reading instruction and assessment for all students in the district are further aligned to the science of reading, structured literacy and foundational literacy skills.

Beginning in the 2024-2025 school year, SDOC has provided training for teachers to implement the HMH Into Reading Structured Literacy component in classroom instruction. All K-2 classrooms are utilizing this curriculum resource, which is aligned to science of reading, structured literacy, and supports the development of foundational literacy skills. The modules of the HMH Into Reading Structured Literacy Resource were added to our district standards-based timeline to support teacher progression through the modules to support student phonemic and phonics skill progression.

Section C: Document how the district uses universal and interim assessment data, in conjunction with diagnostic assessment data to assist schools in determining pathways of intervention for students who have failed to demonstrate grade-level reading proficiency.

The district uses FastBridge universal screening data to denote which students may be at-risk for reading difficulties. Identified students are given further diagnostic assessments (FastBridge Phonemic Awareness and Phonics Diagnostic) through FastBridge, MTSS teams choose interventions that address the difficulties that students are having. The teams use FastBridge to monitor progress. Schools also assess student knowledge of skills within the standards through the use of a three time a year benchmark. The formative assessment, benchmarks, are used by teachers and schools as a formative data collection tool to assess which standards teachers need to address, reteach, etc.

Section D: Describe the system in place to help all parents throughout the district understand how they can support the student as a reader at home.

Every school in the district has a literacy night where parents and students are invited to attend to participate in family literacy activities. During these literacy events, families have the opportunity to sign up for services that assist them with literacy skills for their youngest family members, BabyRead as well as obtain library cards. Schools in the district also support reading at home, by offering nightly take home books and fluency passages to help build reading skills. Additionally, schools regularly communicate via newsletters and online communication platforms ways that parents can engage with their children to support their literacy development.

Section E: Document how the district provides for progress monitoring of reading achievement and growth at the district level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.

The school district uses FastBridge to progress monitor reading achievement and growth at the district level. Kindergarten and first grade students are given the FastBridge Universal Screener three times a year. The Universal Screener screens students for progress in phonemic awareness and phonics skills as well as on reading grade level text. Students are scored on their oral reading fluency and that determines the pathway for interventions (via the Intervention Decision Tree). School MTSS teams determine which students need reading interventions and those students are progress monitored through FastBridge.

Section F: Explain how the district will provide teacher training based in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students.

Currently, the district is in its first year of LETRS training for all K-5 teachers and support staff. District leadership, administrators and reading coaches are in the second year of LETRS training. In August of 2024, all Kindergarten through second grade teachers participated in a structured literacy training in order to implement HMH's Structured Literacy for K-2 classrooms. Reading coaches and District Instructional Specialists provide bi-monthly support to teachers as they progress through LETRS training. Teachers are also participating in school PLCs and collaborative teams to continue to analyze and understand the new SC ELA standards as well as unwrap those standards. Reading coaches and instructional specialists are visiting classrooms and providing model lessons in foundational skills and structured literacy.

Section G: Analysis of Data

Strengths	Possibilities for Growth
● Implements structured literacy approach in grades K-5, focusing on explicit and systematic phonemic awareness and phonics instruction in grades K-2. ● Implements a comprehensive and consistent formative assessment approach district-wide to guide instruction and intervention. ● Uses PAST assessment to acquire more formative data on phonemic awareness in grades K-2. ● Has developed school data teams that meet both within the school and across the district with the Director of Applied Data to analyze data trends, develop plans to address problems of practice, and continue to refine analysis skills. ● Uses FAST as the universal screener and continues to modify and strengthen the MTSS process across the district. ● Provides an abundance of materials and texts available for and accessible to students to encourage and promote reading. ● Encourages and provides access, as possible, to an abundance of current informational texts, DISCUS resources, etc. ● Provides large blocks of time designated for ELA instruction. ● Use standard-based timelines that incorporate research, reading, writing, and communication across all subject areas to help with consistency of instruction. ● Provides professional development opportunities in the Science of Reading and LETRS throughout the year, at Summer Institute, and through school-based professional learning communities. ● Uses a consistent observational tool by school and district administrators to document literacy instruction and literacy supportive classroom environment and practices. ● Promotes collaboration with media specialists as instructional resources. ● Features highly focused and engaging literacy nights at various local schools to promote and support literacy.	● Communicate clearly the instructional expectations from the district level to all schools and teachers so that all parties share a common understanding and common practices. ● Collaborate with teachers to maximize uninterrupted instructional time. ● Ensure instruction is more direct, explicit and focused. ● Ensure phonemic awareness and phonic instruction is sequenced, explicit and systematic. ● Continue increased focus on parent workshops that are more intentional about providing parents with additional help on how they can support their child as a reader at home. ● Continue partnership and collaboration with the county public library. ● Identify appropriate interventions and develop procedures for interventions at all grade levels, particularly at the middle and high school levels ● Schedule to include additional effective and purposeful targeted reading intervention time for students, particularly at the middle and high school levels. ● Build on the current growth and continue to analyze data more effectively across the board. ● Continue to increase professional development opportunities for more effective instructional practices in the Science of Reading ● Continue to offer professional development opportunities specifically for increasing teacher knowledge of early reading foundational skills instruction and developing reading instruction. ● Increase opportunities for collaboration among teachers.

Strengths	Possibilities for Growth
● Has clearly established consistency of literacy routines at the elementary levels ● Encourages personalized learning opportunities	● Maximize professional support for new curriculum materials through consistent approaches and presentations developed and shared by reading coaches at the school level. ● Continue to meet regularly with the ELA Instructional Specialist and reading coaches for support and collaboration. ● Communicate within and across grade levels and subject areas. ● Increase communication within grade levels across the district. ● Continue to focus on integration across content areas to maximize student learning and reinforce current thinking and writing program practices. ● Consider ways to increase the level of voluntary participation in professional learning opportunities related to literacy

Questions for District-level Survey:

1. Please provide the total number of **first** graders from the 2023-24 school year who were projected to score Does Not Meet/Approaching on SC Ready ELA by third grade: 54.8%, 387 students
2. Please provide the total number of **second** graders from the 2023-24 school year who were projected to score Does Not Meet/Approaching on SC Ready ELA by third grade: 50.9%, 375 students

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

Please provide your previous **district goals** from last school year and the progress your district has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s). As a reminder, all districts serving third grade were required to use Goal #1 (below).

Goals	Progress
Goal #1 (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of 2022 - 2023 as determined by SC READY from 20.8% to 18.8% in the spring of 2023-2024.	This goal was Not Met. The percentage of third graders scoring Does Not Meet in the Spring of 2023-2024 was 25.7%
Goal #2: Reduce the percentage in kindergarten scoring At-Risk on the FastBridge earlyReading screener (as evidenced as scoring High Risk) from 16% in the Fall of 2023 to 15% in the Spring of 2024.	This goal was Not Met. The percentage in Kindergarten scoring At-Risk on the FastBridge earlyReading screener (as evidenced as scoring High Risk) in Spring of 2024 was 25%.
Goal #3: Reduce the percentage in first graders scoring At-Risk on the FastBridge earlyReading screener (as evidenced as scoring High Risk) from 26% in the Fall of 2023 to 24% in the Spring of 2024.	This goal was Not Met. The percentage in first graders scoring At-Risk on the FastBridge earlyReading screener (as evidenced as scoring High Risk) in Spring of 2024 was 27%.

Section I: Current SMART Goals and Action Steps Based on Analysis of Data

All districts serving students in third grade MUST respond to the third-grade reading proficiency goal. Districts that do not serve third grade students may choose a different goal. **Districts may continue to use the same SMART goals from previous years or choose new goals.** Goals should be

academically measurable. The Reflection Tool may be helpful in determining action steps to reach an academic goal. Districts are strongly encouraged to incorporate goals from the strategic plan. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS processes, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

Goals	Action Steps
Goal #1 (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY from 25.7 % to 22 % in the spring of 2025.	1. Communicate clearly the instructional expectations from the district level to all schools and teachers so that all parties share a common understanding and common practices. 3. Collaborate with teachers to maximize uninterrupted instructional time. 4. Continue partnership with the County Public Library and increase other community partnership opportunities. 5. Identify appropriate interventions for all grade levels 6. Schedule targeted intervention time for students with reading difficulties. 7. Observation tools for administrators and reading coaches to use for foundational standards and structured literacy. 8. Continued implementation of HMH Into Reading that addresses phonemic awareness, phonics, vocabulary, fluency and comprehension. 9. Professional Learning focuses on tier 1, including highlighting science of reading, each part of the reading curriculum, and literacy best practice. 10. Bi-Monthly professional learning communities in collaboration with school reading coaches and district ELA Specialist. The sessions revolve around literacy best practice, standards implementation and use of curriculum to address standards as well as the Science of Reading and Structured Literacy. 11. Data analysis at the district, school and teacher level utilizing the MTSS process. 12. Professional learning in the use of interventions (tier 2 and tier 3) as well as MTSS process. 13. Create school schedules that allow adequate time to address tier 1 standard learning and opportunities for personalized learning.

Goals	Action Steps
	14. Revise literacy block schedules to use ELA instructional time to focus attention to direct, explicit, systematic instruction focused on standards-based learning. 15. Use of MasteryConnect (formative assessments and benchmarks) to inform student learning and instruction. 16. Collaborative teacher discussions and planning.
<u>Goal #2:</u> By the end of the 24-25 school year, the number of second-grade students considered on track for success in ELA will increase by 6% as compared to the number of first-grade students considered on track for success at the end of the 23-24 school year, so that 50% of second-grade students are considered on track for success.	1. Communicate clearly the instructional expectations from the district level to all schools and teachers so that all parties share a common understanding and common practices. 3. Collaborate with teachers to maximize uninterrupted instructional time. 4. Continue partnership with the County Public Library and increase other community partnership opportunities. 5. Identify appropriate interventions for all grade levels 6. Schedule targeted intervention time for students with reading difficulties. 7. Observation tools for administrators and reading coaches to use for foundational standards and structured literacy. 8. Continued implementation of HMH Into Reading that addresses phonemic awareness, phonics, vocabulary, fluency and comprehension. 9. Professional Learning focuses on tier 1, including highlighting science of reading, each part of the reading curriculum, and literacy best practice. 10. Bi-Monthly professional learning communities in collaboration with school reading coaches and district ELA Specialist. The sessions revolve around literacy best practice, standards implementation and use of curriculum to address standards as well as the Science of Reading and Structured Literacy. 11. Data analysis at the district, school and teacher level utilizing the MTSS process. 12. Professional learning in the use of interventions (tier 2 and tier 3) as well as MTSS process.

Goals	Action Steps
	13. Create school schedules that allow adequate time to address tier 1 standard learning and opportunities for personalized learning. 14. Revise literacy block schedules to use ELA instructional time to focus attention to direct, explicit, systematic instruction focused on standards-based learning. 15. Collaborative teacher discussions and planning.