

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? 4 teachers
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 14 teachers, 2 interventionists, 1 administrators, and 1 literacy coach
- How many teachers in your school are beginning Volume 1 of LETRS this year? 2 teachers
- How many teachers in your school are beginning Volume 2 of LETRS this year? 4 teachers
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? 2 teachers
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year? 0 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.

At Maryville Elementary School, reading assessments and instruction for all PreK-5th grade students are designed to be comprehensive and aligned with South Carolina English Language Arts standards, ensuring that every child receives systematic and explicit literacy support. Instruction includes intentional focus on oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension, all of which are essential for building strong readers and aiding in text understanding. Teachers implement a research-based scope and sequence that addresses each of the five components of literacy, using strategies and practices grounded in knowledge from Volume 1 and 2 of the LETRS course. Core instructional resources such as Heggerty, HMH, UFLI, and Letterland further support this systematic approach by providing structured lessons that reinforce foundational skills and extend oral language, phonological awareness, and phonics learning in PreK- 2nd grade classrooms. Instruction in vocabulary and comprehension for 3rd through 5th grade students is delivered in a systematic and explicit manner to ensure all learners build the skills needed to access complex texts. Lessons are carefully sequenced, beginning with direct instruction and modeling of new vocabulary words using clear definitions, examples, and visuals, followed by opportunities for students to apply the words in context through discussion, writing, and reading activities. Comprehension skills are taught explicitly through think-alouds and guided practice, where teachers model strategies such as summarizing, questioning, making inferences, and identifying text structure. Students engage in repeated practice with increasingly challenging texts, moving from teacher-led instruction to independent application of strategies. This intentional approach provides scaffolds for struggling learners while extending opportunities for higher-level thinking, ensuring that all students gain both the academic vocabulary and comprehension strategies necessary for success across content areas. Through ongoing assessments, teachers monitor student progress and tailor instruction to meet individual needs, ensuring that all students are equipped with the skills necessary to meet and exceed grade-level expectations. We use a wide variety of strategies and instructional

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tools to support students' acquisition of skills across content areas. Purposeful play centers provide PreK and Kindergarten students opportunities to engage with vocabulary in meaningful contexts, while morning meetings and community-building activities in all grade levels foster strong connections and encourage academic discourse. To strengthen foundational literacy, we incorporate tools such as Elkonin Boxes, manipulatives, blending practice, dictation, and word chains. Additionally, we utilize strategies such as semantic mapping, the Frayer Model, comprehension graphic organizers, annotating text, and think-alouds to deepen students' understanding and enhance their ability to process and apply new information. Together, these approaches create a balanced and supportive learning environment where students can thrive academically and socially.

Maryville Elementary utilizes a variety of both formal and informal assessments to monitor student achievement and progress across multiple areas of learning. These include iReady, the CORE Phonics Survey, the PAST test, iReady Literacy Tasks, and Grade Level Common Formative Assessments to measure comprehension. Additionally, UFLI unit assessments, Phonics for Reading, and Literacy Tasks assessments are implemented to provide teachers with ongoing data about student growth and instructional needs. Collectively, these tools ensure that instruction is targeted, data-driven, and responsive to the diverse needs of learners.

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 instruction for PreK–5th grade students are intentionally aligned to the science of reading, structured literacy, and foundational literacy skills by providing explicit, systematic, and evidence-based instruction. Students engage in research-supported program UFLI, which incorporate embedded mnemonics to strengthen connections between letters, sounds, and meaning. Instruction is carefully sequenced and standards-aligned, with phonics explicitly linked to phonemic awareness to reinforce decoding and encoding skills. Teachers emphasize both regular and irregular patterns when introducing “tricky words,” ensuring that students understand high-frequency and irregularly spelled words. A variety of multisensory strategies—such as writing in sand trays, air writing, finger tapping, blending on arms, and kinesthetic motions—are used to deepen engagement and retention. Additional instructional tools like sound boxes, Elkonin boxes, blending practice, and the use of manipulatives to represent phonemes provide concrete support for segmenting and decoding. Students practice applying these skills through repeated reading and reading connected text, strengthening fluency and transfer of word recognition strategies to authentic reading. Instruction also explicitly and systematically addresses syllable division and morphology, building a strong foundation for word analysis and vocabulary development. Together, these practices create a comprehensive, research-based approach that ensures all students have equitable access to the essential components of word recognition.

Word recognition assessments for PreK–5th grade students are intentionally aligned with the science of reading, structured literacy, and the development of foundational literacy skills to ensure a comprehensive understanding of each child's progress. Using a combination of formal and informal measures, teachers gather meaningful data to inform instruction and intervention. Assessments such as iReady, Literacy Tasks, the CORE

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Phonics Survey, and the PAST test provide valuable insights into students' phonological awareness, decoding, and word recognition growth. UFLI Unit Assessments, and Phonics for Reading further support structured literacy practices by systematically evaluating phonics knowledge and application. Grade-level Common Formative Assessments extend this work by assessing comprehension and ensuring that word recognition is connected to overall reading development. At the foundational level, Kindergarten UFLI assessments embed phonemic awareness to strengthen early literacy skills. Together, these tools create a cohesive system for monitoring achievement and guiding instruction, ensuring students build strong and transferable word recognition skills.

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.

Maryville Elementary School uses i-Ready and Literacy Tasks as universal screeners to identify students in PreK-5th grade who are not demonstrating grade-level reading proficiency. Once students are flagged through these assessments, the school analyzes the data to determine specific areas of need, focusing on either word recognition or language comprehension. Diagnostic assessments are then administered to gather more detailed information about each student's specific deficits. Based on this data, students are placed into targeted intervention pathways: those struggling with decoding and phonological skills receive word recognition interventions, while students with comprehension difficulties receive language-based support. This data-driven approach ensures that each student receives the appropriate intervention tailored to their unique learning 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.

To help parents support their children as readers and writers at home, Maryville Elementary School implements several systems designed to foster communication and provide practical resources. First, Family Nights are held to teach parents effective literacy strategies, such as guided reading techniques, vocabulary-building activities, and writing prompts. Teachers send home progress reports that include suggestions for home practice based on each child's needs. Additionally, parent newsletters provide ongoing tips, reminders, and encouragement for at-home reading and writing habits, creating a continuous partnership between the school and families in supporting student literacy development. Parents are invited and encouraged to attend fall and spring conferences.

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.

To monitor progress, Maryville Elementary School administers screeners and benchmarks three times during the academic year. These include i-Ready and Literacy Tasks. The data from these assessments are collected and analyzed at regular intervals to track student growth and identify those at risk of falling behind. Intervention decisions are made based on a tiered support system, utilizing all available data to ensure that interventions are aligned with individual student needs. For students who are not meeting benchmarks, Tier 2 and Tier 3 interventions are implemented, which may

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include small group or individual instruction. During intervention, additional time is spent on targeted literacy skills. Progress is monitored frequently, with data reviewed every few weeks through PLTs with classroom teachers, interventionists, school psychologists, and leadership teams to assess the effectiveness of interventions and adjust as necessary.

Students receiving Tier 2 interventions are progress monitored every 2 weeks and students receiving Tier 3 interventions are progress monitored weekly. Progress monitoring tools include Literacy Tasks as well as assessments that measure progress toward mastery of skills and strategies (for example, Letterland Intervention Progress Monitoring, UFLI, or Heggerty).

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.

At MES, teacher training is intentionally designed to build deep expertise in the science of reading, structured literacy, and foundational literacy skills to ensure all students in PreK–5th grade receive high-quality instruction. Through Lexia LETRS professional development, all PreK, K–3rd grade teachers, instructional coaches, special education teachers, interventionists, and administrators engage in rigorous training that equips them with the knowledge and skills necessary to support reading achievement for every learner. This professional learning is sustained and expanded through coach-facilitated school-wide professional development sessions and PLCs, where teachers analyze student data, plan instruction, and collaborate on evidence-based practices. MES also partners with outside experts to strengthen instructional capacity. Dr. Mook of Mook Consulting, LLC. works with teachers in grades K–5 to enhance reading, writing, and purposeful play, while Barry Barnett with Project Read/Write provides targeted training in reading comprehension and writing strategies. In addition, teachers receive direct training from consultants on the implementation of both core and supplementary curricular programs that align with the science of reading, including LETRS, Letterland, and iReady. This layered approach ensures teachers are not only equipped with the theoretical foundations of literacy but are also confident in applying practical, research-based instructional tools in their classrooms. Through this comprehensive professional learning model, MES cultivates a strong foundation of literacy expertise among its educators, enabling them to provide consistent, high-quality instruction that supports all students in developing the critical reading and writing skills needed for lifelong success.

Section G: Analysis of Data

Strengths	Possibilities for Growth
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<ul style="list-style-type: none"> • Maryville Elementary School has one reading interventionist who focuses on Tier 3 skill gaps. • Commitment to Evidence-Based Literacy Instruction: MES demonstrates a commitment to structured literacy through the implementation of research-based practices and resources, including UFLI, Heggerty, and LETRS. These resources support explicit instruction in phonemic awareness, phonics, decoding, and foundational reading skills. • Collaborative Planning and Professional Learning: Teachers and instructional leaders engage in collaborative planning, professional development, and coaching opportunities to strengthen literacy instruction. These structures encourage consistency, shared learning, and the implementation of effective instructional practices across grade levels. • 	<ul style="list-style-type: none"> • grades 3-5 opportunity for teachers to attend professional development in explicit vocabulary instruction. • Deepen Instruction in Vocabulary, Fluency, and Comprehension: Expand opportunities for explicit vocabulary instruction, oral language development, reading fluency practice, and comprehension of complex texts across content areas. Integrating literacy into science and social studies can provide authentic opportunities for students to build background knowledge, academic vocabulary, and deeper understanding. • Increasing the amount of instructional time that students receive purposeful instruction in writing. • Increase teacher knowledge in identifying specific skill deficits to deliver Tier 2 reading intervention.
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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
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<p><u>Previous Goal #1</u></p> <p><u>Third Grade Goal:</u> Increase the percentage of third graders scoring Meets, or Exceeds in the spring of 2025 as determined by SC READY from 54.4 % to 57.4% in the spring of 2026.</p>	<p>The percentage of third graders scoring Meets or Exceeds in the spring of 2026 is 48.1 %. This is a 6.3% decrease in Meets or Exceeds performance level.</p>
<p><u>Current Goal #2:</u></p> <p>K-2 Goal - Reduce the percentage of students in grades K-2 performing below level in the fall of 2025- 2026 school year as determined by iReady Phonics domain data from _____ to _____ in the spring of 2026.</p> <p>K - from 84% to 45% 1 - from 92% to 45% 2 - from 82% to 45%</p>	<p>K-2 Goal - Reduce the percentage of students in grades K-2 performing below level in the fall of 2025- 2026 school year as determined by iReady Phonics data from _____ to _____ in the spring of 2026.</p> <p>K - from 85% to 32% (decreased) 1 - from 89% to 47% (decreased) 2 - from 78% to 53% (decreased)</p>
<p><u>Previous Goal #3:</u></p> <p>90% of Kindergarten(3 teachers), first(4 teachers), second(3 teachers), and third grade(3 teachers) general education teachers, special education teachers(3 teachers), interventionists(2 teachers). administrators (2), and instructional coach(1) will successfully complete Volume 2 of LETRS training.</p>	<p>95% of Kindergarten (3 teachers), first (4 teachers), second (3 teachers), and third grade (3 teachers) general education teachers, special education teachers (2 teachers), interventionists (2 teachers), administrators (2), and instructional coach (1) will successfully complete Volume 2 of LETRS training.</p> <p>One Special Education teacher did not complete the 2025-26 school year at Maryville and thus did not complete LETRS.</p>

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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 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 48.1 % to 52 % in the spring of 2027.	<ul style="list-style-type: none">• Vertical articulation among PreK-3rd grade teams• Intentional planning of explicit instruction based on data collected from iReady and running records to create personalized learning opportunities for all students• Utilize interventionists to meet student needs using data-driven instruction• Planning explicit science of reading instruction to increase vocabulary that will lead to increased comprehension• Data-driven small group classroom instruction

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<p><u>Current Goal #2:</u></p> <p>K-2 Goal - Reduce the percentage of students in grades K-2 performing below level in the fall of 2025- 2026 school year as determined by iReady Phonics domain data from _____ to _____ in the spring of 2026.</p> <p>K - from 84% to 45%</p> <p>1 - from 92% to 45%</p> <p>2 - from 82% to 45%</p>	<ul style="list-style-type: none">• Intentional planning and explicit instruction based on data collected from iReady, Literacy Tasks, and Core Phonics to create personalized learning• Focused/explicit phonics instruction utilizing Heggerty and UFLI• Utilizing an interventionist to meet student needs using data-driven instruction• Data-driven small group classroom instruction
<p><u>Current Goal #3:</u></p>	