

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2026-2027

narrative response for Sections A-I.

LETRS Questions:

- How many teachers in your school have completed Volume 1 ONLY of LETRS? 2
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 14
- 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? 2
- 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.

Kindergarten through fifth-grade teachers are implementing HMH, a Science of Reading-aligned curriculum, with fidelity. Teachers have also implemented the new ELA standards into their instruction. We are working with the South Carolina Department of Education on Unit Internalization to strengthen instruction.

Our interventionist uses UFLI and Focused Phonics to provide targeted small-group instruction. Teachers are also using Heggerty to support phonemic awareness and foundational literacy skills during small-group instruction.

Students in kindergarten through second grade will complete the Amira Benchmark and DRC Beacon assessments in the fall, winter, and spring. Students in second through fifth grade will complete the DRC Beacon assessment to monitor progress and demonstrate gains in English Language (EL) skills.

Kindergarten through second-grade students have completed the PAST and Core Phonics assessments and will be reassessed throughout the year to monitor individual student progress. Teachers and interventionists meet with small groups daily and use ongoing progress-monitoring data to adjust instruction and determine when students are ready to advance to the next level of support.

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.

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Teachers and interventionists are utilizing Science of Reading (SOR)-aligned materials to support literacy instruction. Teachers administer weekly word recognition assessments to monitor student progress and identify areas of need. Assessment data is used to guide small-group instruction and develop differentiated literacy stations that address individual student needs.

Small-group instruction is intentionally tailored to student performance and instructional needs. Tier 1 and Tier 2 instruction is provided within the classroom to ensure students receive targeted support while continuing to access grade-level instruction.

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.

PLG is based on data from SOR screeners. We also partner with PC for SOR tutoring. We have administered the screener, Amira, which is from the HMH curriculum. Volunteers from our local church come weekly to read with students. The Interventionist and SPED instructors push into classes, as well as pull out groups for instruction. All students that see the interventionist use progress monitoring in order to move students out of intervention so more students may be served. We were awarded a grant through Dollar General that will work with two groups of students on their level to help them with foundational skills. They will be tutored for 8 weeks in a small group setting.

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 will provide monthly parent sessions to share information, answer questions, and increase families' understanding of the Science of Reading standards and curriculum. Parents will be encouraged to visit classrooms to gain a better understanding of literacy instruction and learn strategies they can use to support their children at home.

The school's monthly newsletter will include resources, strategies, and activities that families can use to support their child's literacy development. Teachers will also conduct parent conferences as needed, and parents are encouraged to communicate regularly with teachers through student agendas and the ClassDojo app.

Joanna-Woodson has partnered with M.S. Bailey Child Development Center to establish a Family Literacy Story Time. This program will provide opportunities for younger children and their parents to participate in read-aloud activities while learning strategies to build early literacy skills and better prepare children for kindergarten.

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Families are also encouraged to enroll their children in the Imagination Library program, which provides children under the age of five with one free, age-appropriate book each month. This program helps ensure that children have access to books in their homes and can receive up to 60 books if enrolled from birth through age five.

The school also provides support for multilingual learners by hosting family engagement nights designed to help parents understand how they can support their child's language and literacy development at home.

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.

Reading achievement is monitored through multiple assessments, including Amira, DRC Beacon, Core Phonics, and the PAST assessment. Data from these assessments is used to guide classroom instruction, identify student needs, and determine which students require additional intervention and support.

EdPlan is the district-adopted platform used to document and monitor student interventions and progress. Teachers also utilize classroom-based assessments and ongoing student data to evaluate progress and adjust instruction as needed.

Students who demonstrate areas of difficulty will receive targeted intervention focused on specific skills and instructional needs. Progress monitoring will be conducted regularly by classroom teachers and/or interventionists to evaluate student growth and determine the appropriate level of support. This process will remain flexible and responsive, allowing instructional support to be adjusted as students demonstrate progress or additional needs.

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.

Most teachers have completed LETRS training, with one teacher currently enrolled in the second year of the program. The reading coach is also a certified facilitator for Year 1 of LETRS and provides ongoing support to staff.

PLG meetings consistently include dedicated time to discuss the Science of Reading (SOR), reflect on instructional practices, and identify ways to better support both teachers and students. The school will continue implementing HMH with fidelity and provide teachers with additional coaching and support as needed to ensure the use of effective, evidence-based instructional practices.

The district has also implemented vertical team meetings that bring together ELA teachers, instructional coaches, assistant principals, and principals. These meetings provide opportunities for collaboration, alignment, and ongoing discussion of SOR practices and HMH implementation to ensure consistency across grade levels and schools.

Section G: Analysis of Data

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Strengths	Possibilities for Growth
• Interventionist that pulls small groups and uses progress monitoring to move students out in order to serve more students. • The number of teachers and administration that are certified in LETRS • Parent and community involvement • Dollar General Grant for Tutoring	• Tier 2 groups based on screeners • Strengthen Tier 1 Instruction based on walk through observation data • All teachers using Science of Reading based curriculum (HQIM) 80% of the time. • Using HMH for writing instruction

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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<u>Current Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in the spring of [2025-2026] as determined by SC READY from _51.7_ % to _55_ % in the spring of [2026-2027].	*Most teachers used HQIM for whole and small group instruction *PD on HQIM *Focused PLG's on Tier 2 interventions *Vertical Team amongst the district schools
<u>Current Goal #2:</u> MTSS- teachers gather and analyze data from multiple assessments in order to plan and implement small groups, Tier 2 instruction in the classroom.	*PLG's on appropriate interventions for students *Progress Monitoring *Small Group lesson plans will be required in order to track
<u>Current Goal #3:</u> Implement mentor's to push-in/pull-out to work with students that require additional instruction on grade-level content.	*Non-homeroom "certified" teachers will work with teacher to identify areas of need and they will plan lesson to support student growth. *Reading coach will provide resources and model lessons for mentors *Common HMH district assessments will be given to track student performance and teachers will use assessment data to plan for differentiated lessons.

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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.
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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 [26-27] as determined by SC READY from _58.3_ % to _61_ % in the spring of [26-27].	*Teachers use HQIM for whole and small group instruction *State Department led PLG's on Unit Internalization for ELA *Vertical Team amongst the district schools will also focus on Unit Internalization

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<u>Current Goal #2:</u> MTSS- teachers gather and analyze data from multiple assessments in order to plan and implement small groups, Tier 2 instruction in the classroom.	*PLG's on appropriate interventions for students *Progress Monitoring *Small Group lesson plans will be required in order to track *Enrichment added to MTSS to push higher level learners *Enrichment added to PLG rotation
<u>Current Goal #3:</u> Implementation of mentor's to push-in/pull-out to work with students that require additional instruction on grade-level content.	*Non-homeroom "certified" teachers will work with teacher to identify areas of need, and they will plan lesson to support student growth. *Reading coach will provide resources and model lessons for mentors *Common HMH district assessments will be administered to track student performance and teachers will use assessment data to plan for differentiated lessons.