

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

K-fifth grade teachers are using HMH, which is a Science of Reading curriculum, and are following it with fidelity. Teachers have also implemented the new ELA standards. Our interventionist is using UFLI and Focused Phonics for small group instruction. Kindergarten through second grade will take the Amira Benchmark and DRC Beacon in the fall, winter, and spring. Second through fifth grade will take the DRC Beacon which will show gains in EL.. Kindergarten through second grade have taken the PAST and Core Phonics assessments. They will do this again in order to monitor students' progress.

Teachers are using Hegerty for small group instruction. Teachers and interventionists meet with small groups daily and progress monitor in order to move students.

Section B: Document how Word Recognition assessment and instruction for PreK-5th grade students are further aligned to the science of reading, structured literacy and foundational literacy skills.

Teachers and interventionists are using SOR materials. Teachers administer weekly word recognition assessments. Small group instruction is based on the data collected from these assessments. This data is also used to plan literacy stations that are differentiated. Small group instruction is based on student needs. Tier 1 and tier 2 instruction takes place within the classroom.

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

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 the 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.

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 offer monthly parenting sessions to explain and answer questions about the Science of Reading standards and curriculum. Parents are encouraged to visit classrooms in order to learn more about how to help their child at home. The monthly newsletter will contain information on how to help your child. Teachers hold parent conferences as needed. Parents are also encouraged to use the agenda or the Class Dojo app to communicate with their child's teacher. Joanna-Woodson has partnered with M.S. Bailey Child Development Center to begin a new Family Literacy Story Time that will invite younger children and their parents to attend a session where they will listen to a read aloud and learn ways to better prepare their child for kindergarten. We also encourage families to sign up for Imagination Library. This guarantees children under five will have books at home. They will receive one book a month until they turn five. If they sign up as a newborn this will be 60 books in their household. We also offer help with our Multi-Language Learners by hosting a night for parents to attend and learn how they may help their child 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.

Monitoring reading achievement through Amira, DRC Beacon, Core Phonics, and the PAST assessment guides classroom instruction and determines who is pulled for intervention. EdPlan is the platform that the district has adopted. Teachers also use classroom assessments to determine student progress. Students who are struggling will receive intervention and be taught specific skills that they are behind on. Progress monitoring will occur with the teacher or interventionist. This should be very fluid.

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.

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

Most teachers have completed LETRS training. We have one enrolled in the second year. The reading coach is a certified facilitator for year 1 of LETRS. PLG meetings always include a time to discuss SOR and what we can do to support teachers and students. We will continue to use HMH and meet with teacher as needed to insure best practice. The district has implemented vertical teams meetings where ELA teachers, coaches, assistant principals, and principals meet to ensure we are all on the same page with SOR and HMH.

Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Tier 2 groups based on phonics screeners• All teachers using Science of Reading based curriculum (HQIM)• 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
-------	----------

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

<p><u>Previous Goal #1 (Third Grade Goal):</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of [two school years prior] as determined by SC READY from _21.57_ % to __15_ % in the spring of [24-25]</p>	<p>The literacy coach and reading interventionist continue to push in and meet with small groups or individual students in third grade.</p> <p>We have added the DRC-Beacon this year. This data will determine strengths and weaknesses of students and the teacher, coach, and interventionist will use this to plan instruction (this replaced MAP).</p>
<p><u>Previous Goal #2:</u> During the 24-25 school year teachers gather and analyze data from multiple assessments in order to plan and implement small groups, Tier 1 and 2 instruction in the classroom.</p>	<p>Tier 1 and 2 instruction in the classroom occurred.</p> <p>Goal setting was used to help students focus and grow.</p> <p>The teacher will identify at risk students and begin an MTSS data tracker.</p>
<p><u>Previous Goal #3:</u> During the 24-25 school year the interventionist will pull small groups for targeted instruction based on the Science of Reading.</p>	<p>Students that met with the interventionist grew in targeted areas.</p> <p>The interventionist worked closely with teachers in order to promote student growth.</p>

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

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

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 [previous school year] as determined by SC READY from _51.7_ % to _55_ % in the spring of [previous school year].	*Teachers use 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

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

<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.	<p>*Non-homeroom "certified" teachers will work with teacher to identify areas of need and they will plan lesson to support student growth.</p> <p>*Reading coach will provide resources and model lessons for mentors</p> <p>*Common HMH district assessments will be given to track student performance and teachers will use assessment data to plan for differentiated lessons.</p>
--	---