

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? 5
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 19
- 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? 5
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? 0
- How many CERDEP PreK teachers and CERDEP Teaching Assistants 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.

Eastside Elementary provides a comprehensive, schoolwide literacy program for students in 5K–5th grade that is grounded in the principles of the Science of Reading and a structured literacy approach. Reading assessment and instruction intentionally address the interconnected components of oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. These components are systematically developed across grade levels to provide students with the foundational skills, language, knowledge, and strategies necessary to comprehend increasingly complex texts and meet grade-level English/Language Arts standards.

In 5K and the primary grades, instruction places a strong emphasis on oral language, vocabulary, phonological awareness, and phonics. Students participate in purposeful conversations, read-alouds, vocabulary development, and activities that develop listening and speaking skills. Explicit instruction in phonological awareness includes skills such as rhyming, syllable awareness, blending, segmenting, and manipulating phonemes. Systematic phonics instruction then builds students' ability to connect sounds to letters, decode unfamiliar words, and develop automatic word recognition.

As students progress through 1st–5th grade, instruction continues to strengthen foundational skills while increasingly emphasizing fluency, vocabulary, background knowledge, and comprehension of grade-level texts. Fluency instruction develops accuracy, automaticity, appropriate rate, and prosody through modeled reading, guided practice, repeated reading, and opportunities to apply skills in authentic texts. Vocabulary is explicitly taught and reinforced across reading, writing, speaking, and content-area instruction, allowing students to develop the language and knowledge needed to understand increasingly complex texts.

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Comprehension remains the ultimate goal of reading instruction across all grade levels. Teachers provide students with frequent opportunities to engage with high-quality, grade-level texts and explicitly teach comprehension skills and strategies. Students learn to identify key ideas and details, ask and answer questions, determine meaning, make inferences, summarize, analyze text, and support their thinking with evidence. Instruction also intentionally builds background knowledge and oral language to strengthen students' ability to comprehend and respond to texts.

Assessment is an integral part of Eastside's literacy framework. Teachers use multiple sources of data, including DRC Beacon, HMH assessments, classroom-based assessments, student work, teacher observations, and progress-monitoring data, to identify student strengths and areas of need. Assessment results are used to establish flexible instructional groups, plan targeted small-group instruction, identify students who require additional intervention, monitor student progress, and adjust instruction.

Students who need additional support receive targeted, research-based intervention. SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) is utilized to provide structured, systematic instruction in foundational reading skills, particularly for students who need additional support with decoding and word recognition. Intervention and core instruction are monitored through ongoing assessment to ensure that instruction is responsive to individual student needs.

Eastside's literacy approach follows a continuous cycle of assess, analyze, plan, teach, monitor, and adjust. Through the intentional integration of oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension, Eastside Elementary ensures that students in 5K–5th grade receive the instruction and support needed to become skilled, confident readers who can comprehend and engage with grade-level texts and successfully meet English/Language Arts standards.

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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.

Eastside Elementary's word recognition assessment and instruction for students in 5K–5th grade are aligned with the Science of Reading, Structured Literacy, and foundational literacy practices. The school uses a systematic, explicit, and data-informed approach to ensure that students develop the skills necessary to accurately and automatically recognize words, decode unfamiliar words, and build the fluency needed to comprehend grade-level text.

Assessment of Word Recognition

Eastside utilizes multiple assessment measures to identify student strengths and areas of need in foundational reading skills. Assessments such as DRC Beacon, PSAT, Heggerty screeners, HMH assessments, classroom-based assessments, and ongoing progress monitoring provide teachers and interventionists with information about students' phonemic awareness, phonics, decoding, sight word recognition, and overall word-reading development.

The interventionist plays an important role in administering structured and consistent assessments, analyzing student performance, and collaborating with classroom teachers to determine appropriate instructional responses. Assessment data is used to identify students who need additional support, establish flexible instructional groups, monitor growth, and adjust instruction based on student response.

Science of Reading and Structured Literacy Alignment

Eastside's approach reflects the Science of Reading by explicitly teaching the foundational skills that research identifies as essential to skilled reading. Instruction moves from phonological and phonemic awareness to sound-symbol relationships, decoding, word recognition, and fluent reading. Skills are introduced systematically, practiced cumulatively, and reinforced over time.

The school's Structured Literacy approach provides instruction that is explicit, systematic, sequential, cumulative, and diagnostic. Teachers do not rely on students to independently discover sound-symbol relationships or word-reading patterns. Instead, students receive direct instruction and guided practice in how the English writing system works. Teachers continually assess student understanding and adjust instruction when students need additional practice or reteaching.

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Foundational Literacy Instruction

In 5K and the early elementary grades, word recognition instruction emphasizes phonemic awareness, letter-sound correspondence, blending, segmenting, decoding, and recognition of high-frequency words. Students receive explicit instruction and multiple opportunities to apply these skills to reading words and connected text.

As students progress through 1st–5th grade, instruction continues to reinforce foundational skills while becoming increasingly sophisticated. Students apply knowledge of phonics, syllable types, morphology, spelling patterns, and word structures to decode increasingly complex words. This continued attention to word recognition ensures that foundational skills remain connected to grade-level reading and comprehension.

Research-Based Core and Intervention Instruction

Eastside utilizes research-based instructional resources, including Into Reading and SIPPS, to support systematic development of foundational literacy skills. SIPPS provides structured instruction in phonological awareness, phonics, sight words, decoding, and word recognition for students who require additional support.

Students who demonstrate difficulty with word recognition receive targeted intervention based on their specific instructional needs. Interventionists and classroom teachers use assessment data to determine the appropriate skill focus, provide explicit instruction and guided practice, monitor progress, and adjust instruction as needed.

Continuous Data-Informed Cycle

Eastside uses a continuous cycle of assess → analyze → plan → teach → monitor → adjust to support student word recognition development. This process ensures that assessment is directly connected to instruction and intervention rather than being used solely to measure achievement.

Through systematic assessment, explicit foundational skills instruction, Structured Literacy practices, research-based resources, and targeted intervention, Eastside provides students in 5K–5th grade with the word recognition skills necessary to become accurate, automatic, and increasingly fluent readers. By strengthening these foundational skills, the school supports students' ability to successfully access and comprehend grade-level texts and meet English/Language Arts standards.

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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.

Eastside Elementary uses a systematic, data-informed process to identify students in 5K–5th grade who have not demonstrated grade-level reading proficiency and to determine the most appropriate pathway for targeted intervention. The school uses universal screening, diagnostic assessment, progress monitoring, and teacher observations to identify whether a student's primary area of need is word recognition or language comprehension. This process ensures that intervention is matched to the specific skills contributing to a student's reading difficulty.

Universal Screening

Eastside utilizes Amira as a universal reading screener to assess students' reading performance and identify students who may be at risk for not meeting grade-level expectations. Amira provides interactive reading assessment information that allows educators to examine student performance and identify potential areas of concern.

Universal screener results are reviewed by classroom teachers, interventionists, and other appropriate members of the literacy team. Students who demonstrate performance below grade-level expectations are identified for further analysis rather than receiving a one-size-fits-all intervention.

Diagnostic Assessment and Intervention Pathways

Following universal screening, Eastside uses additional diagnostic information to determine the underlying source of a student's reading difficulty. Assessment data is examined to determine whether the student primarily needs support with word recognition or language comprehension.

Word Recognition Pathway:

Students demonstrating difficulty with foundational reading skills may receive additional assessment and instruction in areas such as phonemic awareness, phonics, decoding, sight word recognition, spelling patterns, syllable types, and automatic word recognition. Students identified through this pathway receive explicit, systematic, and structured literacy instruction targeted to their specific skill deficits.

Language Comprehension Pathway:

Students whose word recognition skills are adequate but who continue to experience difficulty comprehending grade-level text may receive targeted support in areas such as oral language, vocabulary, background knowledge, verbal reasoning, sentence comprehension, and reading comprehension. Instruction is designed to strengthen the language and knowledge necessary to understand increasingly complex texts.

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Students may also demonstrate needs in both pathways. In these cases, intervention addresses foundational word recognition skills while simultaneously developing language comprehension.

Data-Informed Intervention

Assessment results are used to create targeted intervention plans rather than simply identifying students as "struggling readers." The literacy team considers the student's specific skill profile when determining the intensity, frequency, and focus of intervention.

Eastside uses a continuous cycle of: Screen → Diagnose → Identify Pathway → Intervene → Progress Monitor → Adjust

Progress-monitoring data is regularly reviewed to determine whether students are responding to intervention. When students demonstrate sufficient growth, intervention may be adjusted or faded as appropriate. When students do not demonstrate expected growth, the team reassesses the student's needs and modifies the instructional approach.

Targeted Support and Partnerships

Eastside is strengthening its intervention model through additional support and partnerships. Tutors supporting students in literacy intervention receive training aligned with Science of Reading principles to ensure that supplemental instruction reinforces the school's evidence-based literacy practices.

The use of trained tutors, interventionists, classroom teachers, and assessment data creates a coordinated system of support for students who require additional assistance. These partnerships provide additional opportunities for students to receive focused practice and individualized instruction.

Continuous Improvement

Eastside is committed to evaluating the effectiveness of its screening and intervention processes. As the school implements and analyzes data from Amira and other assessment measures, educators will use student outcomes to refine intervention pathways, improve instructional practices, and ensure that resources are directed toward students' most significant areas of need.

Through the systematic use of universal screener data, diagnostic assessment data, targeted intervention pathways, and ongoing progress monitoring, Eastside ensures that students who are not yet reading at grade level receive timely and appropriately matched support. This process allows the school to address the underlying skills affecting reading proficiency and provide students with the instruction necessary to become successful, independent readers.

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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.

Eastside Elementary recognizes that strong literacy development is a partnership between school and home. The school has systems in place to help families understand how they can support their child's development as a reader and writer and to provide families with practical strategies and resources that can be incorporated into daily routines.

Communication and Resources for Families

Teachers and school staff communicate regularly with families about students' literacy development, including grade-level expectations, areas of strength, and areas for growth. Families receive resources and recommendations that support reading and writing at home, such as book recommendations, reading lists, literacy activities, discussion prompts, and strategies for practicing foundational reading skills.

Eastside also utilizes school communication platforms and newsletters to share literacy resources, reading tips, videos, recommended digital tools, and activities that families can use at home. These resources are designed to make literacy practice accessible and manageable for families.

Individualized Support Through Parent-Teacher Communication

Parent-teacher conferences and ongoing communication provide opportunities for teachers to discuss each student's literacy progress and share individualized strategies. Teachers use student assessment information to explain areas in which students are demonstrating success and areas where additional practice may be beneficial.

Families are encouraged to ask questions and communicate with teachers about their child's reading and writing experiences at home. This two-way communication helps create consistency between classroom instruction and home support.

Building a Daily Reading and Writing Routine

Families are encouraged to establish regular literacy routines at home. Students benefit from reading independently, reading with an adult, listening to an adult read aloud, and discussing books and other texts. Families are encouraged to ask questions about what students are reading, discuss new vocabulary, make connections to their own experiences, and encourage students to explain their thinking.

Writing is also encouraged as part of everyday life. Families can provide opportunities for students to write about their experiences, respond to books, keep journals, write letters or notes, create lists, and respond to age-appropriate writing prompts. These authentic opportunities reinforce the connection between reading, writing, speaking, and listening.

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Family Engagement Opportunities

Eastside provides opportunities for families to participate in literacy-focused activities, including reading events, family literacy activities, and opportunities to engage with books and writing together. These events help families see effective literacy practices in action while reinforcing the importance of reading and writing beyond the school day.

Shared Responsibility for Literacy Development

Eastside views families as important partners in students' literacy development. The school works to ensure that parents and caregivers understand what their child is learning, how their child is progressing, and what they can do at home to provide additional support.

Through consistent communication, accessible resources, individualized recommendations, family engagement opportunities, and encouragement of daily reading and writing routines, Eastside creates a strong connection between classroom literacy instruction and learning at home. This collaborative approach helps students develop the confidence, skills, and habits needed to become successful readers and writers.

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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

Eastside Elementary has a collaborative, data-driven system for monitoring reading achievement and growth at both the classroom and school levels. The school uses multiple sources of assessment and instructional data to identify student needs, monitor progress, and make timely decisions regarding reading intervention. This process ensures that students in 5K–5th grade receive appropriate support to progress toward and maintain grade-level reading proficiency.

Classroom-Level Monitoring

At the classroom level, teachers regularly monitor student reading performance through a combination of universal screening data, diagnostic assessments, classroom assessments, curriculum-based assessments, student work, observations, and progress-monitoring data. Teachers use this information to identify strengths and areas of need in foundational reading skills, fluency, vocabulary, language comprehension, and overall reading comprehension.

Teachers use assessment results to adjust core instruction, provide differentiated and small-group instruction, establish flexible groups, and determine when students require additional intervention. Student progress is monitored over time so that instructional decisions are based on current evidence of learning rather than a single assessment result.

School-Level Data Monitoring

At the school level, Eastside uses a collaborative monthly Intervention Team Meeting process to review student achievement and growth. The team typically includes the Assistant Principal, Literacy Coach, classroom teacher, and, when appropriate, the Interventionist.

During these meetings, the team:

1. Reviews Data – Examines available assessment and classroom data to identify student strengths, areas of concern, and trends in reading achievement.
2. Analyzes Student Progress – Reviews the progress of individual students who have been identified as needing additional support and examines their response to previous instruction or intervention.

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3. Identifies Instructional Needs – Determines the specific literacy skills contributing to a student's difficulty, including foundational reading, word recognition, fluency, vocabulary, language comprehension, or reading comprehension.
4. Makes Collaborative Decisions – Develops targeted instructional and intervention plans based on the student's complete data profile.
5. Coordinates Support – Ensures that intervention aligns with classroom instruction and that teachers and interventionists are working toward common literacy goals.
6. Establishes Action Steps – Identifies specific strategies, interventions, progress-monitoring measures, and individuals responsible for implementation.
7. Evaluates Effectiveness – Revisits student progress in subsequent meetings and adjusts the intervention plan when students are not demonstrating adequate growth.

Multiple Measures Inform Intervention Decisions

Eastside does not rely on a single assessment to make decisions about student intervention. The school considers all available data, including universal screener results, diagnostic assessment information, curriculum-based assessments, classroom performance, student work, teacher observations, intervention data, and progress-monitoring results.

This comprehensive approach allows the team to determine whether a student needs additional support with word recognition, language comprehension, or both and to match intervention to the student's specific needs.

Continuous Monitoring and Adjustment

Eastside follows a continuous improvement cycle of: Assess → Analyze → Plan → Intervene → Monitor → Adjust

Student progress is monitored throughout the intervention process. When students demonstrate adequate growth, support may be adjusted as appropriate. When students do not demonstrate expected progress, the team examines the available data, considers the student's response to instruction, and makes changes to the intensity, frequency, duration, or focus of intervention.

Commitment to Grade-Level Proficiency

The ultimate goal of Eastside's monitoring system is to ensure that every student makes meaningful reading growth and develops the skills necessary to successfully access grade-level texts and English/Language Arts standards. Through consistent classroom monitoring, collaborative monthly intervention meetings, multiple sources of assessment data, and ongoing adjustment of instruction and intervention, Eastside maintains a schoolwide system of accountability for student reading achievement and growth.

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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 Science of Reading, Structured Literacy, and Foundational Literacy

Eastside Elementary provides ongoing professional learning designed to strengthen teachers' knowledge and implementation of the Science of Reading, Structured Literacy, and evidence-based foundational literacy practices. Professional learning is designed to support teachers of students in 5K–5th grade and to ensure that all students receive systematic, explicit, and effective literacy instruction.

Science of Reading Professional Learning

Eastside provides professional development focused on the Science of Reading and the evidence-based principles that explain how students develop skilled reading. Teachers build their understanding of the components of reading and how oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension work together to support reading proficiency.

Professional learning also supports teachers in using assessment data to identify student needs and make instructional decisions that are responsive to individual learners.

Structured Literacy and Foundational Skills

Professional learning emphasizes Structured Literacy practices, including explicit, systematic, sequential, cumulative, and diagnostic instruction. Teachers receive support in effectively teaching foundational skills such as phonemic awareness, phonics, decoding, word recognition, spelling patterns, and fluency.

As students move through the grade levels, professional learning also addresses vocabulary, background knowledge, language comprehension, reading comprehension, and the application of foundational skills to increasingly complex texts. This ensures that foundational literacy instruction remains connected to grade-level reading and English/Language Arts standards.

HMH Into Reading Professional Learning

Teachers receive professional learning focused on the effective implementation of HMH Into Reading. Training helps teachers understand the curriculum's instructional routines, resources, assessment components, and opportunities for explicit literacy instruction. Teachers are supported in using the curriculum with fidelity while also responding to student data and individual instructional needs.

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Professional Learning Groups

Eastside uses Professional Learning Groups (PLGs) to provide ongoing opportunities for teachers to collaborate, examine instructional practices, analyze student data, and strengthen their understanding of evidence-based literacy instruction. PLGs support the school's continued transition from traditional balanced literacy practices toward a more explicit Science of Reading and Structured Literacy framework.

Teachers have opportunities to discuss implementation challenges, share effective strategies, examine student work, and determine how professional learning can be applied directly to classroom instruction.

Vertical Collaboration

Vertical team meetings provide opportunities for teachers across grade levels to collaborate and establish consistency in literacy instruction. Teachers discuss foundational skills, grade-level expectations, instructional practices, assessment data, and student needs. This vertical collaboration helps ensure that literacy skills are systematically developed from 5K through 5th grade and that students experience a coherent progression of instruction as they move through the school.

LETRS Professional Learning

Eastside is also building internal expertise through LETRS (Language Essentials for Teachers of Reading and Spelling) training. Two Eastside staff members have completed training to serve as LETRS trainers, strengthening the school's capacity to provide ongoing professional learning and support.

Currently:

- **19 teachers** have completed LETRS Volumes 1 and 2.
- **5 teachers** have completed Volume 1 and are completing Volume 2 this year.
- **2 teachers** are currently completing Volume 1 this year.

This growing body of LETRS-trained educators provides Eastside with additional internal capacity to support the implementation of evidence-based literacy practices and strengthen teachers' understanding of how reading develops.

Job-Embedded Support and Continuous Improvement

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Professional learning at Eastside is not limited to one-time training sessions. Teachers have ongoing opportunities to apply new learning, collaborate with colleagues, examine student data, and receive support from school-based literacy leaders. The Literacy Coach, interventionist, administrators, and teacher leaders work collaboratively to support implementation and promote consistency across classrooms.

Through Science of Reading professional learning, Structured Literacy training, HMH Into Reading support, PLGs, vertical collaboration, and LETRS training, Eastside is developing a shared schoolwide understanding of effective literacy instruction. This comprehensive approach builds teacher capacity and ensures that instructional practices are aligned to the foundational skills and knowledge students need to become proficient readers.

Section G: Analysis of Data

Strengths	Possibilities for Growth
● Full-time interventionist ● Intervention team ● LETRS training for all 5K-3rd grade teachers ● Optional LETRS training for 4th and 5th grade teachers ● Into Reading (HMH) ● Two Years experience with new ELA standards ● SIPPS - intervention curriculum	● Helping our students meet the standard of growth expected by the state ● SPED population including speech students

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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</u> (Third Grade Goal) Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC Ready from 76% to 78% in the spring of 2026.	Students were given SCReady ELA in Spring of 2026. According to SCReady 73% were considered Meets and Exceeds with only 1.9% considered Does Not Meet.
<u>Previous Goal #2:</u> By Spring of 2026, 4th graders at Eastside Elementary will increase the percentage of students scoring Meets and Exceeds from 76 to 78% as determined by SCReady.	Students were given SCReady ELA in Spring of 2026. According to SCReady 75% of fourth graders were Meets and Exceeds.
<u>Previous Goal #3:</u> By Spring of 2026, 5th graders at Eastside Elementary will increase the percentage of students scoring Meets and Exceeds from 62% to 65% as determined by SCReady.	Students were given SCReady ELA in Spring of 2026. According to SCReady 72% of fifth graders were Meets and Exceeds.

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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</u> (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of [previous school year] as determined by SC READY from 73 % to 75% in the spring of 2027.	1. Teachers will use data to plan reading instruction aligned with the science of reading and structured literacy. 2. Teachers will use HMH assessments and interventions, and DRC Beacon online resources. 3. Teachers will use Exact Path and HMH assessments to hone in on skills that the students are weak in. 4. Use DRC Beacon data to divide the class in planned small groups according to strengths and weaknesses as determined by DRC Beacon and SCReady. 5. We will use tutors and interventionists as needed to give extra support.
<u>Current Goal #2:</u> By Spring of 2027, 5th graders at Eastside Elementary will increase the percentage of students scoring Meets and Exceeds from 72% to 75% as determined by SCReady.	1. Teachers will use Exact Path and HMH assessments to hone in on skills that the students are weak in. 2. Use DRC Beacon data to divide the class into planned small groups according to strengths and weaknesses as determined by DRC Beacon and SCReady. 3. We will use tutors and interventionists as needed to give extra support.