South Carolina Department of Education
Read to Succeed **Cherryvale Elementary** Reading Plan

2026-2027

Directions: Please provide a narrative response for Sections A-I. **(Cherryvale)**

LETRS Questions:

- How many teachers in your school have completed Volume 1 ONLY of LETRS? 6
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 12
- How many teachers in your school are beginning Volume 1 of LETRS this year? 4
- How many teachers in your school are beginning Volume 2 of LETRS this year? 6
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? 2
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year? 1

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.

PreK teachers use Frog Street, and K–5 teachers use Wonders to provide explicit, systematic literacy instruction aligned with South Carolina standards and a structured scope and sequence. K–2 teachers use UFLI Foundations and Hand2Mind materials to support foundational skills instruction. Once provides additional early-reading instruction for participating students.

Daily instruction addresses all six literacy components:

- Oral language: Interactive read-alouds, storytelling, questioning, and collaborative discussions.
- Phonological awareness: Rhyming, syllable awareness, and blending, segmenting, and manipulating sounds.
- Phonics: Letter-sound relationships, decoding, spelling, and word recognition, with targeted word analysis and multisyllabic decoding for students in grades 3–5 who need support.
- Fluency: Modeled, guided, and repeated oral reading to build accuracy, automaticity, and expression.
- Vocabulary: Explicit instruction in word meanings, context clues, and word parts, with application through discussions and writing.
- Comprehension: Modeling and guided practice in retelling, identifying key ideas, making inferences, comparing texts, and supporting responses with evidence.

PreK teachers monitor literacy development through observations, anecdotal notes, and student work. K–5 teachers use MAP Growth Reading, MAP Reading Fluency, common assessments, and student work to assess achievement and literacy skills. Discussions, retellings, and oral and written

responses to texts provide additional evidence of oral language and comprehension. Teachers use results to form flexible groups, target instruction and intervention, provide enrichment, and monitor progress toward grade-level ELA expectations

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 use phonological and phonemic awareness screenings, Wonders diagnostic assessments, and UFLI placement assessments, as appropriate to grade level and student needs, to identify strengths and gaps in sound awareness, letter-sound knowledge, decoding, and word recognition. Results guide instructional starting points, flexible small groups, and targeted intervention.

In PreK, teachers develop phonological awareness and alphabet knowledge through rhyming, syllable activities, beginning-sound identification, and letter-sound practice. In K–2, teachers use Wonders, UFLI Foundations, and Hand2Mind materials to provide explicit instruction in phonemic awareness, sound-symbol relationships, blending, decoding, and spelling. Students practice reading and spelling words with taught patterns, including identifying regular and irregular parts of high-frequency words. Students in grades 3–5 who demonstrate foundational skill gaps receive targeted instruction in decoding, spelling patterns, word parts, and multisyllabic word reading.

Instruction follows a systematic sequence, builds on previously taught skills, and includes teacher modeling, guided practice, corrective feedback, and cumulative review. These practices align with the science of reading and structured literacy. Students apply skills through word building with magnetic letters, spelling-pattern sorts, dictated spelling, and reading connected text containing taught patterns.

Teachers regularly monitor skill mastery and use results to regroup students, reteach skills, and adjust the intensity of support.

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.

Teachers use MAP Growth Reading and MAP Reading Fluency screening results in K–5 to identify students below reading expectations. Phonological and phonemic awareness screenings, Wonders diagnostic assessments, and UFLI placement assessments help identify word recognition needs. MAP Reading Fluency listening comprehension and picture vocabulary results, along with classroom discussions, retellings, and responses to texts, help identify language comprehension needs. Teachers consider these results together to determine whether students need support in word recognition, language comprehension, or both.

PreK teachers use GOLD data and developmental observations, while kindergarten teachers use KRA results alongside other assessment data to identify early literacy needs. Word recognition interventions address sound awareness, letter-sound relationships, decoding, and accurate word reading. Language comprehension interventions address oral language, vocabulary, and understanding spoken language and texts. Once provides additional foundational reading instruction for participating students.

Teachers and the MTSS team use assessment results and student performance to determine Tier 2 or more intensive Tier 3 support. Teachers and interventionists monitor targeted skills and adjust instruction, grouping, and support levels based on students' responses. Families receive assessment results, intervention updates, and strategies for practice at home.

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.

Teachers communicate literacy expectations and student progress through interim reports, quarterly report cards, parent-teacher conferences, and school communication platforms. Families receive information about their child's reading strengths, areas of need, available interventions, and ways to support reading and writing at home. Information about Read to Succeed requirements is also shared with parents.

Title I events, parent workshops, and literacy nights provide practical guidance and modeled activities, including letter-sound practice, blending words, reading together, discussing texts, and helping children plan and revise writing. Families receive literacy resources and suggested activities that reinforce classroom instruction.

Newsletters, parent meetings, and ongoing teacher communication reinforce these strategies, share schoolwide literacy goals, and provide opportunities for families to ask questions and receive additional support.

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.

PreK teachers monitor early literacy development through GOLD data, observations, and student work. K–5 teachers use MAP Growth Reading, MAP Reading Fluency, classroom assessments, and student work to monitor achievement and growth and identify instructional needs.

Students below benchmark receive daily, targeted intervention. Classroom teachers provide Tier 2 support and monitor progress every two weeks. The reading interventionist provides intensive Tier 3 support and monitors progress weekly. Results guide adjustments to instruction, groups, and support levels. Students meeting or exceeding grade-level expectations receive continued grade-level instruction and enrichment.

During monthly MTSS meetings and PLC data reviews, teachers, the reading coach, interventionist, and administrators examine individual, classroom, grade-level, and schoolwide results. These reviews evaluate intervention effectiveness, identify trends, and guide changes to core instruction and targeted support.

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.

The reading coach provides ongoing, grade-specific professional learning through PLCs, collaborative planning, classroom modeling, observations, and coaching. Teachers also attend district training focused on the science of reading, structured literacy, foundational skills, and South Carolina ELA Standards.

PreK teachers receive support with Frog Street, while K–5 teachers receive training on Wonders. Coaching on UFLI Foundations and Hand2Mind materials supports explicit, systematic foundational skills instruction. K–3 teachers participate in LETRS professional learning, and Project Write training supports sentence development, organization, and written responses to reading.

Teachers work with the reading coach to analyze MAP Growth Reading, MAP Reading Fluency, common assessments, and student work to plan small-group instruction and interventions. Assessment results and classroom observations guide professional learning priorities.

The principal and reading coach participate in planning and data meetings, monitor implementation, provide feedback, and coordinate resources and coaching to address instructional needs.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• **Research and Evaluating Ideas:** A relative strength across grades 3–5, with 60.0% of Grade 3, 60.3% of Grade 4, and 56.1% of Grade 5 students performing at the Middle or High level on SC READY. • **Reading comprehension:** Relative strengths include Grade 3 Literary Text and Grade 4 Informational Text, with 56.4% and 54.4% of students, respectively, performing at the Middle or High level. • **Vocabulary Across Genres:** A relative strength in Grade 4, with 58.8% of students performing at the Middle or High level. • **Listening comprehension and picture vocabulary:** The reported fall 2026 MAP Reading Fluency findings indicate that many K–2 students performed better in these areas than in phonological awareness and phonics/word recognition.	• **Writing:** The greatest area of need across grades 3–5. On SC READY, 50.9% of Grade 3, 57.4% of Grade 4, and 64.9% of Grade 5 students performed at the Low level. • **Vocabulary Across Genres:** An area for growth in Grades 3 and 5, with 49.1% and 47.4% of students, respectively, performing at the Low level. • **Foundational reading skills:** Fall 2026 MAP Reading Fluency results identify K–2 needs in phonological awareness and phonics/word recognition, including rhyming, syllable awareness, blending, segmenting, phonemic manipulation, letter-sound relationships, and decoding.

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
Previous Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 33.3 % to 41.64 % in the spring of 2026.	The goal was not fully met. In Spring 2026, 40% of third-grade students scored Meets or Exceeds on SC READY ELA, compared with 33.3% in Spring 2025. This represents an increase of 6.7 percentage points; however, performance was 1.64 percentage points below the goal of 41.64%.

Previous Goal #2: By May of 2026, 40% of kindergarten-fifth grade students will meet their growth expectations as measured by the MAP growth reading assessment.	The goal was met. From fall 2025 to spring 2026, 185 of 305 K–5 students with valid MAP Growth Reading projections (60.7%) met or exceeded their projected growth, surpassing the 40% target by 20.7 percentage points. Grade-level results ranged from 48% in Grade 4 to 85% in Grade 2.
Previous Goal #3:	

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

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Current Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 40% to 50% in the spring of 2027.	• Third-grade teachers will provide explicit, standards-aligned instruction using Wonders, emphasizing comprehension, vocabulary, and written responses to texts. • Teachers will use SC READY, MAP Growth Reading, and classroom assessment results to plan targeted small-group instruction. • Teachers will review common assessments, classroom assessments, and student work throughout each quarter to monitor progress and adjust instruction. • During PLC meetings, the reading coach, administrators, and teachers will review results, evaluate student progress, and plan instructional support.
Current Goal #2: By spring 2027, increase the percentage of K–2 students meeting or exceeding expectations in Phonics/Word Recognition on MAP Reading Fluency from 35.8% in fall 2026 to 50%.	• K–2 teachers will use MAP Reading Fluency results and diagnostic assessments to identify phonics and word recognition needs and plan targeted small-group instruction. • Teachers will provide daily, explicit phonics instruction using UFLI's scope and sequence, with Hand2Mind materials supporting practice. • Teachers and interventionists will monitor targeted skills at least biweekly and adjust instruction and intervention groups based on results. • The reading coach and administrators will review progress with teachers during monthly PLC/MTSS meetings and provide coaching based on instructional needs.
Current Goal #3: By spring 2027, increase the percentage of students in grades 3–5 meeting or exceeding NWEA's spring grade-level normative RIT score on MAP Growth Reading from 35.5% in spring 2026 to 50%	• Grades 3–5 teachers will provide standards-aligned instruction using Wonders, emphasizing comprehension, vocabulary, and written responses through Project Write. • Teachers will use MAP Growth Reading results and classroom assessments to identify skill needs and provide targeted small-group instruction. • Teachers and the interventionist will monitor identified skills and adjust instruction and interventions based on assessment results.

	• The reading coach and administrators will review data with teachers during PLC/MTSS meetings, provide instructional support, and compare spring MAP Reading results with NWEA's spring grade-level normative RIT scores and the 50% target.