

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? **39**
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? **1**
- How many teachers in your school are beginning Volume 1 of LETRS this year? **6**
- How many teachers in your school are beginning Volume 2 of LETRS this year? **37**
- How many CERDEP PreK teachers in your school have completed EC LETRS? **2**
- 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.

At Monarch Elementary, reading instruction and assessment are designed to support all students in meeting grade-level English/Language Arts standards through a comprehensive approach that addresses key components of literacy. Instruction is aligned with the 2024 SCCCR ELA standards and is delivered across various Tier 1 instructional settings, including whole-group, small-group, and one-on-one conferencing.

Curricular resources include HMH *Into Reading*, *Heggerty Phonemic Awareness* in 4K, and *Reading Horizons* in grades K-2. These ensure systematic and explicit instruction in phonological awareness, phonics, vocabulary, and comprehension.

Instructional practices address all components of Scarborough's Reading Rope, language comprehension and word recognition, incorporating practices grounded in the science of reading. This includes dedicated time for phonics and word study, focus on phonological awareness, explicit vocabulary instruction, and support for language comprehension. Instructional methods such as read-alouds, shared reading, close reading, community writing, and independent reading/writing are used daily to support the development of skilled readers.

Assessment tools guide instruction and track progress across components of reading. myIGDIs (PreK), MAP (1st), Mastery Connect (2-5), district unit assessments, and school common formative assessments provide ongoing data. Amira benchmarks add subscores for decoding, phonological awareness, vocabulary, background knowledge, and oral reading fluency, with the Amira Reading Mastery (ARM) score synthesizing overall ability.

This comprehensive system ensures all students develop the skills needed to comprehend grade-level texts and meet ELA 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.

At Monarch Elementary, word recognition assessment and instruction for PreK-5th grade students prioritizes explicit, systematic instruction, ensuring that students build their word recognition abilities in a logical progression, starting with phonological awareness and advancing to more complex decoding skills.

For PreK, Heggerty Phonemic Awareness provides systematic and explicit instruction in phonological and phonemic awareness, focusing on listening, rhyming, segmenting, and blending to build a strong foundation for word recognition. In K5-2nd grade, *Reading Horizons* is utilized to emphasize phonological awareness, decoding and encoding strategies, letter-sound correspondence, high-frequency words, and multi-sensory learning approaches, all of which are key elements of structured literacy.

Throughout all grade levels, the HMH *Into Reading* curriculum further reinforces word recognition skills by addressing phonological awareness, phonics (decoding and encoding), vocabulary, and comprehension. This program provides a structured approach that aligns with the science of reading by emphasizing the relationship between sounds and letters, vocabulary development, and text comprehension.

Assessment tools such as Amira, myIGDIs, and Reading Horizons daily skill checks and periodic multi-skill checks are used to evaluate students' proficiency in letter-sound correspondence, decoding, encoding, high-frequency words, and word reading accuracy and fluency. These assessments also provide valuable insights into phonological awareness, vocabulary, and background knowledge, which align with Scarborough's Reading Rope and support students' overall reading development.

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.

Universal screening and diagnostic assessment data guide targeted intervention pathways for students in PreK-5th grade who have not demonstrated grade-level reading proficiency. In PreK, teachers use myIGDIs and DIAL-4 results to inform whole-group, small-group, and individual instruction, while Heggerty Phonemic Awareness provides ongoing monitoring of phonological and phonemic skills. In K5-5th grades, Amira serves as the universal screener, aligned to Scarborough's Reading Rope, allowing teachers to identify specific deficits in word recognition or language comprehension. Amira reports - including Class Progress, Skills Status, and Skills Diagnostics, and Standards Mastery - enable teachers to determine which targeted interventions would best support students who have failed to demonstrate grade-level reading proficiency.

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Students needing additional support receive Tier 2 or Tier 3 interventions such as Reading Horizons, Leveled Literacy Intervention, and Lexia English. Selection is guided by universal screening and ongoing formative assessment data, ensuring instruction is individualized and aligned to the GCS MTSS Framework.

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.

At Monarch Elementary, a comprehensive system supports parents in fostering their child's literacy at home. After each Amira assessment, parents receive a detailed Parent Report with individualized strategies for supporting their reader at home. For 4K students, the Heggerty Phonemic Awareness Parent Newsletter provides simple activities to reinforce foundational reading skills. Teacher and school newsletters offer additional tips, writing prompts, and recommended reading aligned with classroom instruction. Parent Involvement Nights provide hands-on demonstrations and resources to help families create literacy-rich environments. Through these multiple communication channels, Monarch ensures parents are informed, engaged, and empowered to support their child's reading and writing development.

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 progress is systematically monitored to ensure all students achieve grade-level proficiency. Amira assessments are used to track growth, with the goal of achieving an ARM growth rate greater than 0.1 per month or reaching the 25th percentile or higher on the ARM percentile scale.

In alignment with the Greenville County Schools MTSS Framework, students are identified for varying levels of support based on Amira universal screening data. Those receiving Tier 2 interventions are progress-monitored every two weeks to evaluate their response to targeted strategies. Intervention pacing, frequency, and duration are adjusted as needed to meet students' changing needs. Groups remain flexible so students can move in and out of different small groups based on changing needs.

As part of Tier 1 core instruction, teachers regularly review Amira progress data, formative assessments, ELA module assessments, and MVPA data to determine whether students are on track to meet growth goals. Based on this data, teachers deliver differentiated instruction through targeted small-group lessons and one-on-one support to ensure all students continue to grow toward grade-level proficiency.

Intervention data is documented in the Intervention Connection System (ICS) and reviewed at specified intervals to make data-driven decisions, adjust instructional plans, and ensure each student receives the level of support needed for continued reading 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.

At Monarch Elementary, teacher training is rooted in the science of reading, structured literacy, and foundational literacy skills to ensure all students receive high-quality instruction that promotes reading achievement.

All K-3rd and special ed resource teachers are currently participating in LETRS professional learning. In addition, all 4K teachers have completed LETRS for Early Childhood. This training equips teachers with a deep understanding of early literacy development, phonological awareness, and phonemic skills, aligning their instruction with the science of reading. Teachers learn to implement research-based strategies that support young learners in building strong foundational literacy skills.

In addition, all teachers at Monarch Elementary participate in ongoing PLCs, where they collaboratively analyze data, share best practices, and develop strategies to improve reading instruction. Collaborative teams focus on implementing structured literacy approaches grounded in the SC ELA Standards, ensuring instruction is systematic, explicit, and aligned with students' needs.

Section G: Analysis of Data

Strengths	Possibilities for Growth
- Teachers use district-supported high-quality curriculum and ensure literacy instruction includes phonemic awareness, phonics, fluency, vocabulary, and comprehension. - Using the 2023 SCCCR Standards, teachers integrate content-specific reading and writing into ELA instruction to provide students with the authentic experiences necessary to become proficient readers and writers. - Teachers establish routines to maximize engaged time on task using evidence-based practices that teach and support students' independent use of reading and writing strategies.	- Provide opportunities for students to engage in consistent quality discourse using academic vocabulary and building on peer ideas. - Expand the implementation of the elements of explicit instruction to include explicit modeling with think-alouds and regular student discourse around error analysis. - Strengthen differentiation and in-class intervention through data-informed small group instruction.

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- Students are actively engaged and involved in their learning. - Teachers participate in professional learning based on data reflecting our school's strengths and areas for growth.	
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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 (Third Grade Goal):</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY from 7 % to 4 % in the spring of 2025.	The percentage of third graders scoring at the "Does Not Meet" level decreased from 7% in Spring 2024 to 4.3% in Spring 2025.

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 2025 as determined by SC READY from 84.1% to 86.6% in the spring of 2026.	- Coaches will provide targeted professional learning on small group differentiation strategies with feedback cycles through classroom walkthroughs so that teachers will consistently implement data-informed differentiated instruction that meets the needs of all learners. - Administration will provide time and structure for weekly PLC collaborative team meetings and coaches will provide pedagogical support so that teachers can unpack standards for clarity and curricula alignment, create common assessments, analyze student data, share effective strategies and plan for instruction.
<u>Current Goal #2:</u> Increase the percentage of 2nd grade students scoring >2+ in the spring 2025 as determined by Greenville County Schools MVPA from 70.3% to 72.4% in the spring of 2026.	- Coaches will provide targeted professional learning on small group differentiation strategies with feedback cycles through classroom walkthroughs so that teachers will consistently implement data-informed differentiated instruction that meets the needs of all learners. - Administration will provide time and structure for weekly PLC collaborative team meetings and coaches will provide pedagogical support so that teachers can unpack standards for clarity and curricula alignment, create common assessments, analyze student data, share effective strategies and plan for instruction.