

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? 18
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 3
- How many teachers in your school are beginning Volume 1 of LETRS this year? 0
- How many teachers in your school are beginning Volume 2 of LETRS this year? 18
- 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? 2

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.

In order to gain a comprehensive understanding of our students' reading abilities, the teachers at McLees Elementary use a variety of assessments. In grades K5-5, the Board approved iReady assessment is given 3 times a year to compare students to a beginning, middle and end of year national norm benchmark. This assessment measures phonemic awareness, phonics, fluency, vocabulary, and comprehension. iReady is also used by our teachers as a progress monitoring tool to monitor student growth and level of proficiency. This tool also helps teachers evaluate their tier 1 instruction and intentionally plan for any additional support their students may need. iReady helps determine if students are on target for meeting grade-level reading proficiency of the South Carolina ELA standards according to SCReady. McLees teachers also utilize the Board approved HMH Into Reading module assessments to track the progression of skill mastery of South Carolina phonological, phonics, vocabulary, and comprehension standards. This data also helps our teachers determine which standards need to be retaught in a tier one setting and determine next steps for students who need additional tier 2 or 3 support. We are following the research behind the Simple View of Reading that emphasizes the importance of word recognition and language comprehension, both of which are essential for reading comprehension. Comprehension is the ultimate goal for reading.

The teachers at McLees Elementary use the Science of Reading research and a multimodal approach to support the explicit instruction of reading skills daily. In grades K-2, teachers use Structured Literacy to develop phonological, phonics, and word reading fluency skills. A combination of Heggerty and guided phonics or Orton-Gillingham are used to further support students in these critical skills within small groups. Teachers also utilize decodable texts to support phonics and decoding skills, as well as encoding skills, as there is a strong connection between student reading and writing ability. About half of our teachers are OG trained. In grades 3-5, teachers focus on morphology (through HMH and OG methodology) to support their students' ability to fluently decode and comprehend words with Greek/Latin roots and affixes. All grade level teachers follow the HMH vocabulary routine to develop students' oral language, vocabulary, and comprehension. These skills are also supported during shared reading as

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students share and expand their background knowledge through conversations about text. All teachers also implement the LETRS comprehension checklist during small group reading to further develop each of these skills.

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.

All students are assessed using iReady, which measures initial sounds fluency and phoneme segmentation fluency, nonsense word fluency, word recognition, and oral reading fluency. All students in grades K-3 who score below or well-below grade level on iReady are assessed using the PAST assessment and a phonics screener, which are aligned to LETRS and the Science of Reading. The information from these assessments is used to evaluate word recognition and decoding skills and determine a focus of skill needs that are addressed through correlated decodable readers and multisensory activities that support phonology and phonics in small groups, including orthographic mapping, syllabication, and word sums.

Word recognition is a combination of several components including decoding, phonological awareness, and sight recognition. McLees uses the explicit instruction of phonics rules, syllabication, orthographic mapping, and word sums as a way to help readers develop word recognition. In grades K-2, students are instructed through a structured literacy approach to master foundational literacy skills that support word recognition and reading fluency. In grades 3-5, students focus on generative vocabulary with Greek/Latin roots and affixes that helps them gain understanding in how word parts effect the meaning of words within text.

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.

At the beginning of the school year, all teachers facilitate the iReady diagnostic assessment. Teachers determine which of their students fell below one to two grade levels and then administer the LETRS aligned PAST assessment and phonics screener. This data is then shared with the MTSS team, which includes administration, the reading coach, teachers, guidance counselors, mental health, speech, resource teachers, and the school psychologist to determine which students will most benefit from targeted intervention.

Once placed in intervention, our reading interventionists give a placement assessment for the PRIDE Reading program that focuses on phonemic awareness, phonics skills, word reading, fluency, and comprehension. These students are grouped for effective intervention by grade level and common reading skill needs. Students who are identified as below grade level on iReady, but did not meet the requirements for intervention, are provided targeted and systematic intervention by the classroom teacher. All of these students are tracked within EdPlan for progress monitoring every two weeks.

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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.

- Parent teacher conferences are held at least three times a year to discuss students' reading and writing abilities and opportunities for parental support.
- Classroom newsletters are sent home weekly describing the reading/writing skills students are presently learning and how parents can support this learning at home. iReady parent letters are also sent home to promote parent engagement with their children's specific learning goals and needs.
- Our teachers and students participate in One School, One Book in the winter. Students can read and respond both in school and at home. This promotes conversation about text between school and home.
- Literacy Night engages students and their families in reading and writing activities that correlate with our One School, One Book text.
- Various texts (decodable, leveled, content-related, etc.) are sent home to practice reading skills and fluency.
- School-wide reading incentive programs in partnership with the Greenville Drive are facilitated by the school Media Specialist.

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 intervention is initially determined at the beginning of the year after gathering data from the iReady diagnostic. At that time, each grade level (K-5) meets with the MTSS team to discuss which students scored one to two grade levels below on the iReady reading assessment. The team then decides which students would best be served in Intervention with PRIDE reading, which is a comprehensive Orton-Gillingham structured literacy program that aligns with the science of reading. Once these students enter intervention, a PRIDE skills placement is administered in order to set a 6 week SMART goal. The SMART goal is entered into EdPlan and progress monitored every two weeks with iReady. At the end of the 6 weeks, the team again discusses these students' progress. At that point the next steps are determined, such as setting new goals, trying different approaches, or extended time with the current intervention. In addition to the PRIDE reading program, the interventionists utilize iReady lessons that are targeted to specific South Carolina reading standards that have been identified by the iReady diagnostic as a weakness. Students who are identified as below grade level on iReady, but did not meet the requirements for intervention, are provided targeted and systematic intervention by the classroom teacher. All of these students are tracked within EdPlan for progress monitoring every two weeks. Students who are not making progress with tier 2 interventions are given additional time for interventions, often 1:1, and continue to be monitored biweekly.

Students who have been identified by the iReady diagnostic assessment, the CogAT, or STARR assessment as exceeding grade level proficiency are enriched in a variety of ways. Some of these students participate in our Gifted and Talented program, while others are challenged to stretch their

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thinking during w.i.n. (what I need) time or within small groups. Teachers use the iReady and South Carolina grade band indicators to determine how to most appropriately direct these students' learning.

McLees K-5 teachers also analyze data from common reading assessments to determine next steps for tier 1 and 2 instruction during our PLC time. Teachers use item analysis on the HMH module assessments to determine which standards the students have not mastered and need to be retaught or reinforced through tier 1 or tier 2 instruction. Teachers then have collaborative conversations and make plans for instructional next steps for their whole group, small group instruction, and the strategies they will use to reteach, support, or enrich reading standards/skills. The four essential questions are discussed: What do we want students to learn? How will we know they've learned it? How will we respond when students haven't learned? How will we respond when students demonstrate proficiency?

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.

In the fall of the 2025 school year, teachers in grades K-3 started LETRS Volume 2 training.

About half of our teachers have been trained in Orton-Gillingham (comprehensive and morphology) and use this structure for small group reading. The remaining teachers have been trained in Guided Phonics reading instruction (based on the Foundations standards in the SC CCR ELA Standards). This includes phonemic awareness, phonics, word recognition, and encoding. At McLees, we expect teachers to implement effective guided phonics instruction until students demonstrate mastery of all Foundational Indicators in the K-2 SC CCR ELA Standards. In addition to guided phonics, teachers in K-2 use Heggerty and UFLI in small group instruction. Grade 3 implements Heggerty as remediation support for our students who are not proficient in phonological skills. In addition, teachers have also been trained to use the LETRS comprehension checklist for small group reading.

Our kindergarten teachers and assistants are all trained in UFLI, which is an explicit and systematic program that teaches students the foundational skills necessary for proficient reading.

All teachers engage in a PLC protocol discussions. They focus on the four guiding questions: 1) What standards/skills do we want students to learn? 2) How will we know they learned it? 3) How will we respond when students don't learn (support)? 4) How will we respond when students do learn (enrich/extend)? The Reading Coach meets with Grade levels weekly to assist in the implementation of the standards and the HMH reading curriculum. This includes sharing resources, modeling and assisting in classrooms, and making adjustments and modifications to the curriculum that will ensure student achievement.

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After attending the quarterly regional administrative and coaches' meetings, the reading coach provides mini-professional development sessions to share best practices, strategies, and resources to strengthen tier one instruction.

Section G: Analysis of Data

Strengths	Possibilities for Growth
● Tracking and monitoring students' proficiency of the ELA standards. ● Teachers make weekly data-driven instructional decisions that are student centered and derived from multiple sources. ● All K-3 teachers have successfully completed volume 1 of LETRS training. ● Teachers ensure that instructional content includes phonological awareness, phonemic awareness, oral language, phonics, fluency, vocabulary, and comprehension.	● Increasing home-school communication and participation in students' literacy development. ● Increase teacher buy-in for analyzing data as a valuable instructional opportunity. ● Continue to implement LETRS training from the day-to-day classroom structure. ● All teachers in grades 4 and 5 receive morphology training (we currently have 2).

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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> Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY from 15.9% to 13.9% in the spring of 2025.	During the 2024-2025 school year, The PRIDE reading program was provided for students who were unable to comprehend grade-level texts, and daily small group reading instruction was provided for all students. A reading framework that implements the science of reading was used daily by all teachers. One hundred and twenty minutes of daily literacy instruction was provided. Utilizing HMH curriculum, teachers participated in professional development at the school level. Common assessments were analyzed to determine strengths and areas of improvement within tier one instruction and mastery of standards. Teachers utilized a triangular approach to data analysis to track student achievement. Teachers in grades K-3 completed volume 1 of LETRS successfully. McLees did meet their 3rd grade SC Ready goal during the 2024-2025 school year. The percentage of third graders scoring Does Not Meet on SC Ready decreased from 15.9% to 11.3% in the spring of 2025.
<u>Previous Goal #2:</u>	

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<u>Previous Goal #3:</u>	
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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 (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 58.8% to 61.8 % in the spring of 2026.	1. All teachers will provide 90 minutes daily of reading instruction using the high quality, science of reading aligned, and state vetted curriculum HMH. 2. All teachers will provide a minimum of 30 minutes of small group reading instruction to reinforce and enrich student learning. 3. All students will be required to complete “My Pathway” in i-Ready 45 minutes each week. 4. All teachers meet weekly with administration and the reading coach for grade level planning following a PLC format.

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	5. All teachers will participate in the professional development LETRS to gain a better knowledge and understanding of the science of reading. 6. Teachers will implement a morphology study using HMH and Orton-Gillingham strategies in order to increase the recognition and understanding of word parts and strengthen comprehension. 7. The Gifted and Talented teacher will support accelerated learners by implementing Junior Great Books, which focuses on inquiry and higher level thinking skills. This includes, but isn't limited to justification of responses, citing evidence, critical thinking, problem solving, and decision making with the ability to communicate abstract and complex ideas.
<u>Current Goal #2:</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of 2025 as determined by SC READY from 11.3% to 9.3% in the spring of 2026.	1. All teachers will provide 90 minutes daily of reading instruction using the high quality, science of reading aligned, and state vetted curriculum HMH. 2. All teachers will provide a minimum of 30 minutes of small group reading instruction to differentiate and remediate student learning. 3. The MTSS team meets monthly to discuss students at risk. 4. Teachers will utilize iReady for personalized instructional needs, intervention, and progress monitoring. 5. Third grade students falling below grade level according to iReady will receive 30 minutes of reading intervention daily using the PRIDE Program and iReady lessons specific to their learning deficits and needs. This will be provided by an interventionist.

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	6. All students will be required to complete “My Pathway” in i-Ready 45 minutes each week. 7. All teachers meet weekly with administration and the reading coach for grade level planning following a PLC format. 8. All teachers will participate in the professional development LETRS to gain a better knowledge and understanding of the science of reading.
<u>Current Goal #3:</u>	