

South Carolina Department of Education
Read to Succeed
Lamar Spaulding Elementary School
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? 6
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 16
- How many teachers in your school are beginning Volume 1 of LETRS this year? 3
- 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? 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.

Lamar Spaulding Elementary School serves 4K-fifth grades with a population of 453 students. Our school has implemented the 2023 South Carolina Department of Education English Language Arts grade level standards. These resources align our ELA instruction and assessments in the areas of oral language, phonological awareness, phonics, fluency, vocabulary, writing, and comprehension. Our district has also developed grade-level alignment guides for our daily instructional practices to the state mandates, specifically related to reading assessment and instruction for students in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. These alignment guides are reviewed and revised by instructional leaders. These are made accessible for all educators in the Darlington County School District. . Teachers use a Structured Literacy approach focusing on Phonology, Syllables, Semantics, Syntax, and Morphology.

Our school has implemented the SAVVAS curriculum for ELA instruction. This is our primary tool used for instructing and assessing students in all pillars of literacy. This curriculum is robust and includes numerous differentiated practices with oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. This resource also provides additional work in critical vocabulary, strategies for antonyms/synonyms, skills & strategies for teaching points, foundational skills for decoding, spelling, and fluency, and communication skills for listening and speaking. Our South Carolina ELA standards include indicators for Foundations in Literacy, Applications of Reading, Research, and Written/Oral Language, which align with our curriculum. Our district also utilizes UFLI Foundations in grades 5K-3rd grade. In the Fall of 2026, our 4K teachers implemented Heggerty Phonemic Awareness curriculum for instruction. Core Plans are being implemented this Fall

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looking at all points of data. Teachers are able to utilize various question types with the module assessments within the curriculum. These assessments include several modes of questions. Technology is integrated with our assessments through online assessments that allow students to click or interact in order to respond. All assessment formats are aligned with SC Ready. Teachers are also able to create their own assessments on the SAVVAS portal. Our school also uses several points of data to include KRA, Phonological Awareness, Core Phonics Survey, iReady, Standard Mastery benchmarks, and Literacy Task word recognition and fluency passages.

In order for teachers and staff to triangulate student data to better inform instruction and knowledge of students, our school uses several points of data such as the iReady Assessments, Standard Mastery benchmark assessments, SC Ready, Rubrics, checklists, and Pre-Post Assessments. These tools provide additional ways to measure students' progress in terms of grade-level standards and expectations. Lamar-Spaulding Elementary uses iReady for individual learning paths. These resources provide teachers with alternative assessments, instructional tools, and information regarding the major pillars of literacy.

Teachers participate in continuous professional development through district sessions and weekly PLCs with the school's Literacy Coach. All ELA teachers, Special Education teachers, administration, and support staff have started or completed the LETRS training. This training assists teachers and staff to further their knowledge of the Science of Reading and to learn the best, most scientifically based instructional methods for teaching students to read, comprehend, and communicate. Lake Carolina Upper Elementary uses the following for each area of the literacy pillars:

Phonological Awareness/Phonics

- All ELA teachers use UFLI Foundations Program and LETRS resources in grades 5K-3rd grade to explicitly teach word recognition and language comprehension skills. Our 4K teachers use Heggerty Phonemic Awareness curriculum. These provide a research-based scope and sequence for grades 4K-3rd grade. This supports both emerging readings and those that require additional intervention. Whole-group SAVVAS instruction complements this by providing standard indicators that are aligned to the lessons that integrate phonics.
- Instruction: Teachers use systematic and explicit phonics programs, such as UFLI to explicitly instruct areas in word recognition on the Reading Rope.
- Assessment: Regular assessments, including formative tasks and progress monitoring tools (Phonological Awareness, Core Phonics Survey, and iReady), assess students' mastery of skills. These help to focus instruction on the bottom part of the Reading Rope for Word Recognition.
- Impact on Reading: Phonics helps students read unfamiliar words by breaking them into parts, facilitating more fluent reading and word

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recognition.

Fluency

- Instruction: Teachers build fluency through structured reading, repeated passage reading, and oral reading exercises, where students practice smooth, expressive reading.
- Assessment: Fluency is often assessed using tools like timed oral reading passages (Literacy Task passages for Reading Fluency) that measure accuracy, words correct per minute (WCPM), as well as teacher observations of students' phrasing, intonation, and pace. Teachers may use Running Records to track progress. These can focus on various genres. (fiction/nonfiction)
- Impact on Reading: Fluency allows students to focus more on the meaning of the text, enhancing comprehension and overall reading enjoyment.

Vocabulary

- Instruction: Teachers explicitly teach new vocabulary through word walls, context-based word learning, and interactive activities like word and semantic mapping. They integrate vocabulary instruction into read-alouds, shared reading, and content area lessons.
- Assessment: Teachers assess vocabulary using informal measures with student discussions and writing utilizing the standard indicators. . Building academic vocabulary is built into every SAVVAS lesson.
- Impact on Reading: A robust vocabulary allows students to understand and engage with more complex texts, deepening their comprehension and critical thinking.

Comprehension

- Instruction: Teachers use explicit strategy instruction (e.g., predicting, questioning, summarizing) to help students think about their reading. They also engage students in reading conferences and discussions to develop deep comprehension skills to address the top part of the Reading Rope for Language Comprehension.
- Assessment: Comprehension is assessed through teacher-led discussions, comprehension questions, written responses, and formal comprehension assessments, and unit assessments tied to the ELA standards.
- Impact on Reading: Comprehension instruction ensures that students are not only reading, but also understanding, analyzing, and applying the information they read, which is essential for success in all academic areas.

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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.

Teachers at LSES in grades PK-5th grades specifically use the structured literacy component, which works hand-in-hand with the Science of Reading. Word Recognition and Language Comprehension for our students are vital in building strong, skilled readers. Teachers implement an evidenced-based approach for maximizing student achievement with lessons to develop both areas of the Reading Rope with word recognition and language comprehension. We use Heggerty (4k), SAVVAS, UFLI, LETRS, iReady, Core Phonics Survey, Literacy Tasks word recognition and grade level passages within our literacy programs. These resources provide a systematic approach that ensures positive literacy outcomes. In addition to state-adopted print resources that are based on the Science of Reading, leaders help teachers utilize technology tools and resources to enhance literacy instruction. This provides students with engaging and interactive learning experiences. All students are ensured equitable access to technology, and the district offers training for educators to effectively integrate digital resources into their teaching practices. The Literacy Coach works collaboratively to plan and create Professional Learning Communities, which is then presented to each grade level. Additionally, the Literacy Coach utilizes data and exit slips to provide targeted feedback to support adult learners and identify growth areas for teachers who need additional support. The district's alignment guide provides resources for teachers to be successful with the Science of Reading components. Our district's alignment guides are used by all teachers in grades 5k-5th.

LETRS (Language Essentials for Teachers of Reading and Spelling): Third Grade Teachers, Literacy Coach, Special Education Teachers, and ADMIN

- **Science of Reading Focus:** LETRS provides professional development grounded in reading research, training teachers in structured literacy approaches that emphasize phonemic awareness, phonics, and word recognition.
- **Instruction:** Teachers use LETRS to explicitly teach phonemic awareness, letter-sound correspondences, blending, segmenting, and recognizing high-frequency words to build automaticity.
- **Assessment:** LETRS encourages the use of diagnostic assessments to identify gaps in phonics and word recognition skills, allowing for targeted intervention.

Teachers, Special Education Teachers, and Tier 3 instruction

Instruction: It focuses on sequential phonics instruction with multisensory reinforcement, helping students decode and recognize words systematically. Our special education teachers use Magnetic Reading.

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Assessment: Regular diagnostic assessments evaluate students' mastery of phonics rules and fluency in word recognition, guiding individualized instruction (Core Phonic Survey and Literacy Tasks were also used to use several points of data.

- Science of Reading Alignment: This diagnostic tool assesses students' abilities in the Word Recognition area of the Reading Rope. This provides explicit instruction in Phonological Awareness, Decoding, and Sight Recognition.
- Assessment Focus: Data protocols are used to collect data, analyze data, interpret data, and make action plans for instructional decisions
- Evaluates phonological and phonemic awareness skills, such as sound manipulation and segmentation.
- Assesses phonics and decoding skills to ensure students can apply phonics rules for word recognition.
- Instructional Impact: Assessment data directly informs instruction, helping teachers target specific word recognition challenges and plan the next steps in instruction for each student.

SAVVAS -Comprehensive Literacy Program: SAVVAS follows a structured approach that integrates word recognition with broader literacy skills like fluency and comprehension.

Instruction:

- Systematic Phonics Instruction: A research-based phonics, fluency, comprehension, listening, speaking, vocabulary, spelling, grammar, and writing.
- Assessment: Online tools for formative assessments

Key Elements of Word Recognition Instruction Across Programs

Each program (LETRS, Core Phonics Survey, iReady) emphasizes the following foundational literacy skills:

- Sound-Symbol
- Phonology
- Syllables
- Semantics
- Syntax

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- Morphology

Alignment with Foundational Literacy Skills and ELA Standards

By aligning word recognition instruction and assessment with the **Science of Reading** and **structured literacy** practices, these programs ensure that:

- **Early Mastery of Foundational Skills:** Phonemic awareness and phonics instruction begin in PreK and progress through 5th grade, building a strong foundation for word recognition.
- **Progress Toward ELA Standards:** Systematic word recognition instruction equips students to meet grade-level ELA standards, focusing on fluent reading, vocabulary growth, and comprehension.

This approach ensures that all students develop critical areas for word recognition, language comprehension, literacy knowledge, verbal reasoning, language structure, and vocabulary, as well as build background knowledge or future academic success.

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.

Lamar Spaulding Elementary has implemented a data-driven approach to identify areas of improvement, track student performance, and measure the effectiveness of evidence-based instructional strategies. Using data huddles and protocols with teachers, the Literacy Coach, and administrators, and teachers utilize assessment data to tailor interventions, cross-curricular opportunities, and support services for students who may be struggling with literacy.

Administrators, support staff, and teachers utilize universal screener data such as the iReady Reading Inform and the Standard Mastery Benchmark Assessments (begin Fall 2026). For grades 1st-5th, an interventionist provides UFLI instruction to those performing below grade level maximizing a systematic, explicit support in phonics and decoding. Classroom teachers initiate the MTSS process, delivering Tier 2 and Tier 3 interventions that address specific skill gaps. PLC time is used to continually review intervention and the MTSS data. This allows teachers and staff to monitor progress, adjust supports, and make informed instructional decisions. This system ensures that interventions are responsive, data-driven, and designed to accelerate student growth toward grade-level proficiency. Teachers can also utilize personalized learning paths on

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technology programs, such as iReady.

Lamar-Spaulding Elementary schedules a 40-minute enrichment block of time for interventions to take place during the school day. These interventions may be with the reading interventionist, classroom teacher, or certified staff member. Flexible grouping is utilized to provide instruction to meet each student's individual needs based on the Scarborough's Science of Reading Rope to develop a skilled reader. Additionally, Lamar-Spaulding Elementary supports underperforming students in multiple ways with small group instruction and intervention.

iReady Reading Inform:

- Measures reading proficiency in areas such as phonological awareness, phonics, vocabulary, and reading comprehension in literary and informational standards
- Provides immediate data on a student's progress on grade-level standards. This data helps to identify students 5K-5th grade who are not demonstrating grade-level reading proficiency. Data is analyzed to determine whether students require targeted intervention in word recognition or language comprehension.

Diagnostic Assessment to Determine Intervention Pathways Students are identified as at-risk through universal

screening such as iReady Reading Inform. These data points are used to pinpoint specific areas of need for each individual student. This data informs whether students require interventions focused on word recognition or language comprehension. (This allows for explicit instruction needed in Word Recognition or Language Comprehension on the Reading Rope.) We also use our new Standards Mastery Assessment as additional data points for reference.

Word Recognition Diagnostic Assessments:

- Tools like Core Phonics Survey, iReady Reading Inform, and Literacy Task assessments are used to assess specific weaknesses in decoding,

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phonemic awareness, phonics, and fluency.

- These assessments help determine if the student struggles with foundational reading skills (e.g., Word Recognition, Fluency, Phonics, Morphology, Phonological Awareness, Contractions, R-Controlled vowels, Silent Letter Combinations, hard and soft c/g)

Language Comprehension Diagnostic Assessments:

- Assessments focusing on vocabulary, listening comprehension, background knowledge, and inferencing are used to identify students whose challenges are primarily related to understanding text.
- Data from tools like Literacy Task Fluency passages and iReady provide insights into a student's ability to comprehend stories, make inferences, and grasp vocabulary meaning in context. (literary, informational, and vocabulary)

Targeted Pathways of Intervention

Based on the diagnostic data, the school develops targeted pathways of intervention that focus on either word recognition or language comprehension:

Word Recognition Interventions:

For students struggling with decoding and phonics, interventions focus on building foundational skills:

- Phonological Awareness and Phonics Instruction: Using programs such as UFLI provides systematic instruction in phoneme manipulation, letter-sound correspondences, and blending/segmenting sounds.
- Fluency Development: Students practice reading texts to build fluency and automaticity in word recognition.
- High-Frequency Word Practice: Students are supported in recognizing common sight words that cannot be easily decoded, enhancing their reading fluency.

Language Comprehension Interventions:

For students with adequate word recognition but difficulty comprehending texts, interventions emphasize:

• Vocabulary Development:

Explicit instruction in vocabulary through programs like SAVVAS focus on tiered vocabulary instruction and contextual word usage.

• Comprehension Strategies:

Students learn to apply comprehension strategies, such as summarizing, predicting, questioning, and visualizing, to improve their understanding of texts.

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• **Oral Language Development:**

For younger students, interventions focus on strengthening oral language skills to support listening comprehension, which directly impacts reading comprehension.

Ongoing Progress Monitoring and Adjustment of Instruction

After intervention pathways are established, teachers continuously monitor student progress using data from iReady. Progress is monitored to ensure data points are tracked for instructional decisions.

- Instruction is adjusted: As students demonstrate progress, interventions are modified to continue addressing evolving literacy needs.
- Intervention effectiveness is evaluated: Teachers use data to determine whether the interventions are helping students reach grade-level proficiency or if more intensive support is necessary.

Lamar-Spaulding Elementary ensures that each student receives personalized, targeted support with differentiated instruction that addresses their literacy needs.

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.

Lamar-Spaulding Elementary fosters strong partnerships with parents, community organizations, and local businesses to create a supportive learning environment. Lamar-Spaulding Elementary organizes regular communication channels, such as electronic media and newsletters, to keep the community informed. Communication modes and resources utilized are LSES Facebook Page, SC Ready Reports, Parent Conferences, Family iReady reports, Rubrics/Checklist, PowerSchool Parent Portal, Friday folders/class newsletters, take-home books, and websites. Family events include Academic Nights, Fall Festival, and Writing Celebrations that are held during the school year. Parent/Teacher conferences are noted on our district calendar. Our third-grade teachers meet with our families of our R2S at-risk students (Read To Succeed) each nine weeks to discuss data (iReady, Core Phonics Survey, and Reading Fluency passages.) These conferences also include goals and next steps. Progress Reports are a regular communication with parents about their child's reading progress and the interventions in place. Families receive reading materials for home use. One-to-one with electronic devices allow students to access literacy activities, books, and other learning opportunities through district apps. Our State Department of Education also provides family resources online, which parents can access at home on any device. This resource gives parents/families strategies and activities to use at home with their children in the area of literacy. At the school, there is a comprehensive system in place to empower parents with the tools and knowledge they need to support their child's literacy development at home.

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This system includes multiple initiatives aimed at fostering a partnership between the school and parents, providing guidance, resources, and regular communication to promote reading and writing skills.

Parent Conferences:

- One-on-One Literacy Goals: During parent conferences, teachers provide detailed feedback on each student's reading and writing progress. Parents receive specific recommendations for supporting literacy at home, including tailored reading and writing resources. Together, parents and teachers set goals for literacy improvement and identify key areas where support at home can reinforce classroom instruction.

Book Fair:

- Families attend our event to shop at our Book Fair and grow a love for literacy.

Family Nights:

- Interactive Events: These events are designed to engage both parents and students in fun, educational activities that promote academic skills. These events often feature interactive activities that parents can replicate at home.
- Take-home Resources: Families are provided with reading materials and literacy games to support continued learning at home. (At Risk Students)

Collaborative Conversations with the Literacy Coach: (Read to Succeed)

- Literacy Guidance: The Literacy Coach is available for parent conferences with the teacher and parents of our R2S at-risk student. This partnership focuses on the child's literacy development and receives the next steps to further support their learning within the classroom and home. The Literacy Coach personalizes tips, activities, and resources to help parents strengthen specific areas, such as fluency, comprehension, or vocabulary, based on their child's needs. This also includes Individualized Reading Plans for our current 4th graders who attended the Summer Reading Camp in 2026.

Powerschool :

- Parents can monitor grades and progress for their child's performance using the district's Powerschool platform.

Personalized and Targeted Support

- Assignments are based on student data (such as iReady, Core Phonics Survey, Reading Fluency passages, Standard Mastery Benchmark

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Assessments (New in Fall 2026), or classroom performance) to ensure that the tasks are designed to address the specific literacy challenges and strengths of the student. This makes it easier for parents to understand exactly where their child needs help, whether it's phonics, comprehension, or vocabulary. With specific guidance, parents can focus on particular literacy skills at home, whether it's practicing sight words, fluency, or comprehension strategies. This eliminates guesswork, providing parents with clear, actionable ways to help their child.

Improved Communication Between Parents and Teachers

It is vital to have ongoing communication between teachers and parents. When parents see what their child is working on at school, they are more likely to engage with the teacher to understand their child's progress and needs. Parent-Teacher Collaboration: This communication fosters collaboration, enabling parents and teachers to work together to reinforce skills being taught in the classroom. Parents become active partners in their child's literacy journey.

Reinforcing Classroom Learning at Home

Individualized assignments are utilized to extend the learning that happens in the classroom to the home. Parents can better support the specific lessons their child receives, leading to consistent reinforcement of key literacy concepts. Parents can provide real-world examples and activities that complement the homework, such as reading aloud together, discussing stories, or practicing spelling words during everyday routines.

Empowering Parents with Tools and Strategies

By following the homework instructions, parents can model effective literacy practices, such as decoding strategies, comprehension techniques, or vocabulary development, enhancing their child's learning experience.

- Parents receive at-home UFLI lessons flyers that align with the phonics instruction taught in the classroom. These lessons provide families with step-by-step guidance on the skills their child is practicing, along with activities and opportunities that reinforce decoding and spelling skills. UFLI is explicitly taught in K-3rd grade.

Fostering a Sense of Accountability and Ownership

When parents can reflect on their child's progress, they are more likely to engage in discussions about learning goals. This involvement helps parents take ownership of their role in supporting academic success. It is powerful when students know that their parents are involved in their progress, which motivates students to complete tasks with greater focus and effort, fostering responsibility.

Tracking Progress Together

Assignments and Assessments allow parents to observe their child's growth over time. When assignments are based on the child's specific

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learning needs, parents can see the progress more clearly, giving them an opportunity to celebrate achievements and address ongoing challenges. Parents can provide feedback to the teacher on how their child is doing at home, adding valuable insights into their learning outside the classroom. Sending home individualized ELA assignments based on student data not only provides targeted practice for students but also empowers parents to actively participate in their child's literacy development. By offering clear, personalized, and focused tasks, parents are better equipped to support learning at home, creating a stronger home-school connection and fostering greater literacy outcomes for students.

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.

To effectively monitor reading achievement and growth, Lamar Spaulding Elementary uses several points of data including iReady Reading Inform, Teacher Assessments, SAVVAS assessments, Standard Mastery Benchmark Assessments, Core Phonics Survey, *Learning Task* Reading Fluency Passages, *Literacy Task* Word Recognition, SC Ready, School Report Card, and Writing units. These allow comprehensive progress monitoring resources to track reading achievement and areas to grow for each student. Analyzing data helps administrators and teachers make informed decisions about interventions to ensure students achieve grade-level proficiency in reading.

LSES conducts universal screenings at the beginning of the school year to assess all students' reading abilities in 5K-5th grade with the iReady assessments. KRA data is also another assessment tool used for the BOY data collection for 5K. Standard Mastery Benchmark assessments are scheduled for each quarter to assess all students' reading abilities. Third grade at-risk students are also assessed using iReady, Core Phonics Survey, and Reading Fluency Passages in the BOY, MOY, and EOY. These screenings help identify students at risk of falling behind in reading. Common assessments are aligned with grade-level standards and administered periodically to measure students' reading skills and progress over time.

Regular, short assessments (weekly or bi-weekly) are used to monitor students' reading progress. LSES utilizes SAVVAS assessments and iReady Diagnostic Inform. These resources allow for standards alignment, real-time data collection, and progress monitoring. Assessments are tied directly to state standards, ensuring that the data that teachers collect is relevant and actionable. As soon as assessments are completed, teachers can access detailed reports that highlight student performance on each standard. Teachers can then track student growth over time, allowing school data teams to see both individual and class-wide trends in understanding and mastery. In professional learning communities, the staff can evaluate the effectiveness of teaching strategies, identify areas for improvement, and adjust instruction accordingly.

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Data from these assessments are shared with teachers and administrators which include an overview of student performance trends and growth. Using the MTSS Protocol, students are placed into intervention tiers based on their needs. Tier 1 includes all students with core instruction, Tier 2 offers small group interventions for at-risk students, and Tier 3 provides intensive, individualized support. Interventions are tailored based on assessment data, focusing on specific skills students struggle with, such as phonemic awareness, fluency, or comprehension. Ongoing progress monitoring helps adjust interventions to better meet the needs of each student. Data-driven decisions ensure that interventions are effective and align with individual progress. These components ensure that reading achievement and growth are closely monitored and interventions are strategically implemented to help all students achieve grade-level proficiency in reading.

Lamar-Spaulding Elementary employs a comprehensive system to monitor reading achievement and growth at both the classroom and school levels. This system utilizes a variety of data sources and tools to ensure that each student is on track for grade-level reading proficiency, with interventions implemented as needed. Key components of this system include MTSS meetings that provide progress monitoring assessments and targeted interventions based on individual student needs.

MTSS Meetings for Students Needing Support

- The school conducts regular MTSS meetings where teachers, interventionists, and administrators discuss students who are struggling academically. These meetings allow staff to review individual student data, determine areas of concern, and collaboratively plan appropriate interventions.
- During MTSS meetings, all available data, including assessment scores and classroom performance, are analyzed to identify trends in reading growth or areas where students may need additional support. This ensures that students receive timely intervention. The MTSS framework helps to structure interventions for students based on their level of need: •

UFLI Foundations:

- Tier 1: Whole Group Instruction
- Tier 2 (UFLI - Leveled Literacy Intervention):
- Intervention Pull-Out: For students requiring more targeted support, UFLI is used to provide small group instruction focused on specific literacy skills. UFLI is a key part of the Tier 2 intervention plan. For Tier 3, we utilize intensive, individualized interventions for students with significant reading difficulties. Instructional decisions and next steps are supported by additional diagnostic data and progress monitoring. Students receiving Tier 2 or Tier 3 interventions are closely monitored using regular progress checks to ensure interventions are working and adjustments are made as needed.

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- All available data is utilized to inform decisions about intervention, enrichment, and support.

iReady Reading Inform:

Our school has a comprehensive system for monitoring reading achievement and growth. This ensures that all students are on track to reach grade-level proficiency. This assessment is administered in intervals throughout the school year for BOY, MOY, and EOY. The BOY data allows baseline data that aligns tracking in growth for foundational skills, fluency, vocabulary, and comprehension. Grade Level Core Plans are created focusing on the area with the most need for group. These plans include analyzing, interpreting, and creating a plan for growing in student achievement. This assessment helps to drive instructional decisions based on the student's strengths and areas to grow for core instruction and intervention planning.

- Teachers and instructional teams engage in ongoing Professional Learning Communities (PLCs) where student data is analyzed and instruction is planned. These PLCs are centered around small-group activities and instruction which allows teachers to adjust strategies and create flexible groupings. Students who need additional support are provided in targeted interventions to address specific needs and next steps.
- All available data is utilized to inform decisions about intervention, enrichment, and support.

Literacy Task - Word Recognition (First Grade) & Fluency Passage Assessments: (Second Grade)

Assessments from *Literacy Task* are given for BOY, MOY, and EOY for first and second grades.

- These assessments provide data for word recognition, accuracy, fluency, WPM, and expression. It gives a snapshot of a student's reading ability at any given time, allowing teachers to identify areas where students may be struggling.
- Formative Assessment: These Running Records are used as both a formative and summative assessment tool, helping teachers make informed decisions about grouping students for instruction and differentiating lessons based on individual needs.

Core Phonics Survey

- This diagnostic tool assesses foundational literacy skills in letter names, consonant sounds, vowel sounds, short vowels in CVC words, Consonant blends with short vowels, Short vowels, digraphs, trigraphs, R-Controlled vowels, Long Vowel spellings, Variant Vowels, low frequency vowel and consonant spellings, and multisyllabic words. Data from this survey allows for individualized instruction in a small group setting using explicit instruction.
- Intervention Planning: Results from the Core Phonics Survey are discussed during RTI meetings to ensure

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that students struggling with decoding or other word recognition challenges receive appropriate interventions, such as phonics instruction or 1:1 instruction.

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.

Beginning in the Fall of 2024 under Proviso 1A.73, all K-3 teachers, special education, interventionists, literacy coaches, and administrators were required to take the Language Essentials for Teachers of Reading and Spelling (LETRS) training. We currently have the majority of our staff trained in Volume One and Volume Two in LETRS in grades 4K-5th grade. We have six teachers completing Volume Two and three teachers completing Volume One. The Literacy Coach has completed the LETRS Volume One and Volume Two training in the Spring 2025. The Literacy Coach will continue to work with teachers in PLCs collaborations to share successful strategies and experiences. These professional development opportunities ensure that teachers understand the Science of Reading and the importance of teaching structured and foundational literacy skills while using the SC state standards and our SAVVAS reading curriculum and UFLI Foundations. Administrators will prioritize and support ongoing professional development opportunities for educators to stay abreast of the latest pedagogical approaches.

Lamar-Spaulding Elementary School provides a comprehensive teacher professional development system designed to equip educators with the knowledge and tools to support all students' literacy development, from 4K - 5th grade. Professional Development goals for the 2026-2027 school year were based on several points of data to include SC Ready, iReady, Core Phonics Survey, and Literacy Task. These points of data noted areas of strengths and areas to grow. Our results indicated areas to grow in small group instruction, writing, phonics, and student engagement. The training provides an intensive focus on the Science of Reading, structured literacy, and foundational literacy skills. Data is collected and analyzed to create flexible small groups for instruction. These targeted professional development areas ensure that teachers are well-prepared to implement research-based strategies that align with our current literacy standards and literacy goals. The following key components highlight how teacher professional development is delivered:

Professional Development :

- **Explicit Instruction-(Writing):** The Literacy Coach conducts PLC sessions focusing on critical thinking, syntax, text structure, writing

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craft, and transcription. These areas are based on the Writing Rope. PLCs are rooted in using pre-assessment data to create flexible writing groups. Instructional decisions are based on creating lessons using the SC ELA standards and indicators. PLCs are built with the focus of explicit teaching. Teachers are growing in the components of their opening, I Do, We Do, and You Do in the lesson structure. This lesson structure maximizes instruction and student achievement. Teachers score post assessments and compare growth for each writing unit.

- **Science of Reading Focus:** The Literacy Coach conducts grade level planning sessions and coaching cycles rooted in the Science of Reading. These modes of coaching emphasize the importance of phonemic awareness, phonics, fluency, vocabulary, and comprehension as the foundation of effective reading instruction. We work on both areas of the reading rope to focus on word recognition and language comprehension. Teachers utilize UFLI Foundations to support our work.
- **Evidence-Based Practices:** Teachers are trained in evidence-based instructional practices that are proven to accelerate literacy growth. This includes an understanding of how students acquire reading skills and how to implement structured literacy strategies in their classrooms.

LETRS Training Tips and Tools for Special Ed Teachers, Third Grade Teachers, and ADMIN

- LETRS (Language Essentials for Teachers of Reading and Spelling): Teachers receive ongoing district training in LETRS, which is focused on understanding the processes of reading, diagnosing reading difficulties, and using effective interventions. LETRS training provides teachers with specific strategies and tools for teaching phonics, phonemic awareness, and decoding skills. This training ensures that teachers can effectively support students in the critical early grades of literacy development.

iReady Data:

- Teachers analyze iReady data and correlate it to reading domains to guide instructional decisions and next steps. Small groups are formed based on each student's phonics, literary, informational, and vocabulary needs. Our intervention program also uses this data to create rosters and instructional needs for each student.

Section G: Analysis of Data

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Strengths	Possibilities for Growth
● Lamar-Spaulding Elementary School is in alignment with the Science of Reading based on the following best practices and programs that are used daily: LETRS, UFLI, and SAVVAS. Our school implemented 120 minutes of ELA instruction. 100% of our teachers have created and implemented a schedule to include all components. Explicit Instructional Observation Tool is used by the Literacy Coach for feedback and next steps. ● Frequent progress monitoring tools used consist of iReady, Standard Mastery Benchmark Assessments, and pre/post assessments. These points of data provide consistent information across classrooms and grade levels. 100% of our teachers in grades 5K-5th grade are using pre/post writing assessments to track data using rubrics. ● Targeted PD through the Science of Reading Strategies- 100% of 5K-5th grade teachers have created Grade Level Core Plans focusing on either Word Recognition or Language Comprehension for their plan. Data will be tracked using iReading Reading Inform. ● MTSS Meetings to identify student gaps and academic challenges. Next STEPS provides structured literacy interventions to support student achievement. Our MTSS Coordinator meets with 100% of our 5K-5th grade teachers to update and plan next steps for instructional decisions. Data is tracked using iReady Inform.	● I Can statements match and support the SC ELA standards and indicators-10% of teachers were utilizing this practice in Fall 2026. ● Lamar-Spaulding Elementary School needs to strengthen our core instruction (Tier 1) by having more rigor and using Critical Thinking Questions for DOK levels 2-4. Our lowest area on the CWT observations conducted in Fall 2026 focuses on critical thinking as our lowest domain with 52%. ● Teachers need continued training in explicit instruction. In Fall 2026, LSES had 10% of teachers using explicit instruction based on the Explicit Instruction Observation Tool. ● Teachers need continued training in small group instruction and targeted Tier 2 small group instruction. In Fall 2026, 100% of teachers did not break down their instructional schedule to include small group instruction. This data was based on the Literacy Coach schedule analyzing tool. ● Teachers will continue to collaborate together with teams (admin/literacy coach) to collect and analyze data, establish goals, and create differentiated action plans for students. In Fall 2026, 100% of teachers were not utilizing pre/post writing assessments based on SC Ready data. We had 20% of our 3rd-5th grades at meets/exceeding. (44 students out of 215 students)

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| <ul style="list-style-type: none">● Intervention Blocks of time are built into the Master schedule- Rosters are created using iReady data to make instructional decisions for each child. 100% of our intervention students are progressed monitored using IReady, Core Phonics Survey, Learning Task passages (2nd), Learning Task Word Recognition (1st), and UFLI.● All teachers have ongoing training in the SC ELA standards - 100% of our teachers are creating lessons based on the SC ELA standards. This is evident with grade level discussions, collaboration, lesson plans, I CAN statements, and resources used within the classroom.● Utilizing all staff members school-wide -t Our school utilizes our teachers, support staff, and Related Arts teachers for small group instruction. Data is tracked based on iReady data. The CT Coach provided math materials and lessons for the math lessons. The Literacy Coach provides ELA materials and lessons for the ELA lesson. This is a push-in model. | |
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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
Goal #1: Lamar-Spaulding Elementary School will increase the percentage of third graders scoring meets and exceeds in the spring of 2025, as determined by SC Ready, from 63% to 70% in the spring of 2026.	Lamar-Spaulding Elementary School did not meet this goal due to having only 45% of third graders in the range of meet/exceeds on SC Ready in the Spring of 2026.
Previous Goal #2: Lamar-Spaulding Elementary School third-grade students will decrease the percentage of students scoring Tier 3 on iReady Diagnostic by 10% from 46% in the Fall of 2025 to at least 36% in the Spring of 2026.	Lamar-Spaulding Elementary School met this goal due to our third-grade students decreasing the percentage of students scoring on Tier 3 on iReady Diagnostic from 46% in the Fall of 2025 to 14% in the Spring of 2026.
Previous Goal #3: Lamar-Spaulding Elementary School will increase the percentage of first graders scoring on grade level in the spring of 2025, as determined by SC Ready, from 7% to 20% in the spring of 2026.	Lamar-Spaulding Elementary School met this goal due to increasing the percentage of first graders scoring on grade level in the spring of 2025, as determined by SC Ready, from 7% to 58% in the spring of 2026.

Section I: Current SMART Goals and Action Steps Based on Analysis of Data

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- 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 2026 as determined by SC READY from 45% to 55% in the spring of 2027.	To increase the percentage of third graders scoring “Meets” and “Exceeds” on SC Ready from 45% to 55% by spring 2027,, teachers at Lamar-Spaulding Elementary will utilize high-quality instructional materials, such as SAVVAS and UFLI, to deliver standards-aligned lessons. Students not on grade level will receive differentiated Tier 2 and Tier 3 small-group instruction, with progress closely monitored through MTSS. Teachers and instructional coaches will regularly review student data in PLCs to adjust instruction and interventions as needed. Ongoing professional development, coaching cycles, and reflective conversations will support teachers in implementing these strategies effectively, and families will be engaged to reinforce learning at home, ensuring students receive consistent support to meet grade-level expectations.
<u>Current Goal #2:</u> Lamar-Spaulding Elementary School will increase the percentage of students with high performance on SC Ready Writing in the Spring of 2026 from 20% to 40% in the Spring of 2027. (43 students to 86 students scoring high performance in writing)	To increase the percentage of third-fifth graders scoring Met/Exceeding on SC Ready Writing from 20% to 40% by spring 2027. Teachers at Lamar-Spaulding Elementary will utilize high-quality instructional materials to deliver standards-aligned lessons. PLCs will be focused on using pre/post writing assessments and explicit instruction to guide lessons and next steps. Ongoing support will be given by utilizing coaching cycles, model lessons, co-teaching, and reflective conversations.

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Current Goal #3: Lamar-Spaulding Elementary School will increase the percentage of explicit instruction in the area of reading and writing in tier one instruction from the Fall of 2026 from 50% to 100% in the Spring of 2027 (The Literacy Coach will be using the South Carolina Explicit Instruction Observational Tool)

To increase the percentage of explicit instruction in the area of reading and writing in tier one instruction from the Fall of 2026 from 50% to 100% in the Spring 2027. Teachers at Lamar-Spaulding Elementary will utilize the components of each area of explicit instruction to include the opener, I Do, We Do, and You Do. PLCs will be created to support explicit instruction in reading and writing. These will include DOK Levels 2-4 questions for critical thinking. Ongoing support will be given by utilizing coaching cycles, model lessons, co-teaching, and reflective conversations. Data will be collected for each teacher, grade level, and school with the South Carolina Explicit Instructional tool.