

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2026-2027

Directions: Please provide a narrative response for Sections A-I.

LETRS Questions:

- How many teachers in your school have completed Volume 1 ONLY of LETRS? **1**
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? **0**
- 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? **1**
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? **0**
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year? **0**

Section A: Describe how reading assessment and instruction for all PreK-5th grade students in the school includes oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to aid in the comprehension of texts to meet grade-level English/Language Arts standards.

Our school serves students in 5th through 8th grades and as such, our reading assessment and instruction focus primarily on fluency, vocabulary, and comprehension, excluding phonological awareness and phonics. Our teachers employ explicit instruction, following a specific scope and sequence based on the South Carolina College and Career Ready English Language Arts Standards. This ensures that students practice fluency, vocabulary, and comprehension in diverse texts.

To support this, teachers utilize state-adopted textbooks, HMH Into Ready, and supplementary curricula that enhance fluency, vocabulary, and comprehension. Student progress is tracked using iReady diagnostics, online adaptive learning tools, and various classroom assessments. This data informs the creation of small groups, adjustment of instruction, and monitoring of student engagement. Teachers also model effective reading and writing practices, guiding students to independently apply these strategies.

Adaptive instructional software does allow for students who are lacking phonological awareness to practice such skills. In addition three teachers have had training in Orton Gillingham and one teacher is finishing training in LETRS, to meet the needs of students who are below grade level in phonics.

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2026-2027

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 predictable structures in vocabulary instruction and assessment, enabling students to effectively build knowledge and recognize words. This focus on vocabulary spans all content areas, helping students expand their vocabulary and improve word recognition across academic disciplines. Morphology is taught both explicitly and implicitly throughout the year in the English Language Arts classroom and across content areas. Word recognition is evaluated through iReady diagnostic in the vocabulary subcategory, as well as through various classroom assessments.

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.

The MTSS committee meets monthly to analyze data from iReady, SCReady, MyPath, and classroom grades to identify student weaknesses. Further assessments that are not computer based, Easy CBM and Qualitative Reading Inventory, are administered when necessary. Those who are below grade level receive targeted support in phonics and phonological awareness through a daily intervention program. During a dedicated 30 minutes session each day, teachers deliver focused, intensified instruction to both individuals and small groups. Students work in iReady adaptive software called MyPath for 45 minutes each week. Additionally, all teachers offer 30 minutes of after-school tutoring once a week to further support student learning. Students move between tiers 1, 2, and 3 based on the latest data collected at these regular meetings.

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.

The school actively encourages parent involvement in literacy development through various initiatives, including workshops, conferences, and consistent weekly communication. Administration hosts Tall Pines Talks, where parents are invited to meet with the principal and hear strategies for encouraging reading at home. In addition, two annual book fair family nights share information with parents on how to support their children's reading and writing skills. Teachers conduct scheduled parent conferences in August and throughout the year during their planning hours. Additionally, weekly updates from the principal are shared digitally, while important information is also sent home in students' weekly folders.

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.

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2026-2027

Classroom teachers closely monitor reading achievement and growth using iReady data and classroom assessments. This information is shared with the MTSS team during monthly meetings to determine appropriate next steps for students with identified reading and writing needs. The data is organized in digital intervention folders, which are maintained and reviewed at these meetings to ensure effective support for each student.

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.

Reading teachers at our school have participated in professional development provided by the state department to implement the new English Language Arts standards effectively. One of the fifth-grade teachers has completed Orton Gillingham training and is completing LETRS training for this school year. The other fifth grade teacher has extensive experience in reading and writing intervention. Additionally, the school instructional coach leads professional development sessions focused on best practices in reading and writing instruction.

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2026-2027

Section G: Analysis of Data

Strengths	Possibilities for Growth
• Reading is incorporated in the instruction across all subject areas in fifth grade. • Teachers use a comprehensive formative assessment system that assesses both meaning and print knowledge. Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs. • Teachers use differentiation to enhance the learning experience for students performing above grade level in reading and writing. • Teachers ensure that instruction is explicit and follows a systematic scope and sequence so that students practice new behaviors, skills, and processes by reading and writing authentic texts for the majority of the instructional time. • English teachers work together with their subject area to create common instructional methods across reading and writing instruction.	• All teachers monitor reading and writing engagement and use that data to set goals and conference with students to increase reading and writing volume. • Extended written response is incorporated across content areas. • Teachers provide effective in-class intervention through small-group instruction to meet the needs of students with learning disabilities. • English teachers collaborate to lead professional development and schoolwide initiatives that equip teachers across all content areas to incorporate morphology strategies into their instruction and encourage students to read novels regularly.

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).

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2026-2027

Goals	Progress
<u>Previous Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in 2024-2025 as determined by SC READY from _____ % to _____ % in the spring of 2025-2026.	This school does not serve third grade students.
<u>Previous Goal #2:</u> By the Spring of 2026, 5th graders at Tall Pines STEM Academy will increase the percentage of students scoring exceeds as measured by SCReady from 20% to 30%.	Our school met this goal with 45% of fifth grade students scoring exceeds as measured by SCReady.
<u>Previous Goal #3:</u> By the Spring of 2026, 5th graders at Tall Pines STEM Academy will decrease the percentage of students scoring does not meet as measured by SCReady from 10% to 7%.	Our school met this goal with 5% of fifth grade students scoring does not meet as measured by SCReady.

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.

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2026-2027

- 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 [previous school year] as determined by SC READY from _____ % to _____ % in the spring of [current school year].	This school does not serve third grade students.
<u>Current Goal #2:</u> By the Spring of 2027, 5th graders at Tall Pines STEM Academy with a specific learning disability or a speech language impairment will increase the percentage of students scoring meets or exceeds as measured by SCReady from an average of 50% to an average of 55%.	Vertical planning for Reading teachers Variety of novels purchased for classrooms Literacy coach hosts training in MyPath with iReady adaptive software School-wide goal setting Parent contact to encourage the use of afterschool tutoring to students in the bottom 25% for iReady Regular communication with parents of students below grade level Professional development for special education teachers Intervention implemented with fidelity under the supervision of the MTSS team
<u>Current Goal #3:</u> Based on Fall Formative Assessment projected proficiency results, by the Spring of 2027, 5th graders at Tall Pines STEM Academy will increase the percentage of students scoring meets or exceeds as measured by SCReady from 76% to 86%.	Training in HMH Into Reading textbook Vertical planning for Reading teachers Reading teacher led professional development for incorporating morphology across content areas Reading teacher led professional development for increasing engagement in reading novels Use of adaptive software for 30-25 minutes per week to meet each student at their level Purchase high interest books for the school library

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2026-2027