

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? **We have 2 teachers that have completed only VOL. 1.**
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? **We have 12 teachers that have completed both volumes.**
- How many teachers in your school are beginning Volume 1 of LETRS this year? **We have 1 teacher beginning VOL. 1 this year.**
- How many teachers in your school are beginning Volume 2 of LETRS this year? **We have 1 teacher beginning VOL 2 this year.**
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? **N/A**
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year? **N/A**

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 Thornwell Charter School, our instruction consists of the UFLI curriculum as whole group instruction for grades K-2. It is used for intervention in grades 3-5 as needed and with our reading interventionist. In grades K-5 we will be using the HMH Into Reading Structured Literacy curriculum. Between these two programs, oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension are included. For assessment in these areas we use KRA testing in kindergarten and MAP testing for grades K-5. Classroom teachers in grades K-5 will use the HMH Benchmark Evaluation Guide to assess and track below level MAP students. Classroom teachers in grades K-2 have access to screeners and diagnostics through HMH to use as needed for letter identification, phoneme segmentation, print concepts, letter sound correspondence, and oral reading fluency. The reading interventionists use the CORE phonics survey to target phonics instruction for intervention.

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 Thornwell Charter School, the UFLI curriculum is used for word recognition instruction and assessment. The lessons are taught for days 1-4 and the fifth day is an assessment of the concepts taught. Teachers can use this assessment to plan small group instruction. We use Easy CBM to screen 5K-2nd grade in letter recognition, word recognition, and letter sounds. Teachers also employ standards based checklists in 5K-2 to check for developmental and standards based skills so that learning can be personalized based on what each student needs. Classroom teachers also have access to word recognition screeners to use as needed.

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.

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

After administering a universal screener/ MAP TCS uses the information to place students in intervention groups as well as to target skills needed in the classroom during whole group and small group sessions. Teachers work with the Reading Coach and Instructional Coaches to determine what resources and best practices are needed in the classroom to meet the needs of students and what modifications need to be made to the pacing or structure of the classroom and intervention groups to best target students' needs. The reading interventionists use the CORE Phonics Survey to target specific areas of instruction for intervention.

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. **Thornwell Charter School helps parents understand how they can support their child as a reader and writer through parent/teacher conferences, Literacy Night, and information in parent and teacher newsletters.**

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.

At Thornwell Charter School reading achievement and growth in the classroom and school level are monitored through the use of classroom assessments and MAP. MAP scores are used to determine placement in interventions. MAP is conducted three times a year - in the fall, winter, and spring of each year. Students who score below grade level on MAP will be assessed and monitored using HMH Benchmark Evaluation Guide.

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.

Thornwell Charter School provides teacher training based on the science of reading through LETRS Training, professional development from the Reading Coach, Instructional Coaches, Administrators, and/or professionals in their field on current best practices and brain research, individual coaching sessions and modeling within teachers' classrooms based on needs.

Section G: Analysis of Data

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

• Reduction in third graders who scored DNM on SC Ready for the 25-26 year. This is the second year in a row for a reduction in DNM. • 13/14 K-5 teachers have either completed LETRS or are in the process of working on LETRS. • Increase in the number of students scoring 3 & 4 on SC Ready Writing.	• Continued implementation of the HMH curriculum. • Continued increase of scores 3 & 4 on SC Ready Writing. • Increasing growth for students in the bottom 20% of MAP.
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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> Increase the percentage of third graders scoring Meets and Exceeds in 2024-2025 as determined by SC READY from <u>17.5</u> % to <u>15.5</u> % in the spring of 2025-2026.	• The percentage of students scoring DNM on the 25-26 SC Ready was 13.6%. A reduction of 1.9% over our goal.
<u>Previous Goal #2:</u> By May 2026, teachers will continue to implement the UFLI and HMH Into Reading curriculum with fidelity.	• This year, all K-2 classrooms use the UFLI Foundations curriculum during their phonics reading block. Classroom teachers have been trained and the Literacy Coach will continue to support new teachers with the implementation.

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

	• The UFLI curriculum is used for reading intervention. The CORE phonics survey is given to target specific UFLI instruction. UFLI progress monitoring is also administered. • HMH Assessments are used for below grade level MAP in K-5, as well Sound/Letter, Letter ID, and Concepts of Print assessments in Kindergarten and as needed in other grades.
<u>Previous Goal #3:</u> By May 2026, teachers will implement writing strategies to increase SC Ready writing scores from mainly 1 & 2 to 3 & 4's.	• Writing scores increased from mainly 1 & 2 to 3 & 4 for the 25-26 year. In the 25-26 year, the 1 & 2 scores were at 44% and the 3 & 4 scores were at 56%.

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.

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

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 <u>13.6</u> % to <u>12.5</u> % in the spring of [current school year].	• Continued implementation of the HMH curriculum and HMH assessments. • Continued implementation of UFLI in Grades K-2 • Pilot of UFLI's Word Origins. • Full year implementation of writing processes for narrative and argument modes of writing. • Personalized professional development based on teacher needs.
<u>Current Goal #2:</u> By May 2027, teachers in grades 3-5 will continue implementing the writing processes developed in the 25-26 year for the narrative and argument modes of writing, and will begin implementation of the informational writing mode process to increase writing scores in the meets and exceeds category for 3-5 from 56% to 60%.	• Professional Development of the narrative and argument writing processes for new teachers and second grade teachers. • Professional Development of the information writing process for all teachers and second grade teachers. • Teachers in grade 2 will begin introducing the graphic organizers for each mode of writing.
<u>Current Goal #3:</u>	

South Carolina Department of Education
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2026-2027

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