SOUTH CAROLINA
DEPARTMENT OF EDUCATION

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2026-27 Primary and Elementary Reading Plan

District Name	Cherokee
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Section A: Five Pillars of Reading Instruction

Describe how reading assessment and instruction for all 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.

Luther Vaughan Elementary provides explicit, systematic, cumulative, and evidence-based literacy instruction aligned with the science of reading, structured literacy, and the 2024 South Carolina College- and Career-Ready English Language Arts Standards. Core instruction intentionally integrates oral language, phonological and phonemic awareness, phonics and word recognition, fluency, vocabulary, comprehension, writing, and knowledge building. Teachers use grade-level standards and indicators to establish learning intentions and success criteria and to plan whole-group, small-group, and differentiated instruction.

Foundational skills are taught through a clear progression from phonological and phonemic awareness to phonics, decoding, encoding/spelling, morphology, automatic word recognition, and fluent reading. Heggerty and Orton-Gillingham-aligned practices support explicit instruction in phonemic awareness and phonics. HMH Into Reading and district curriculum resources provide standards-aligned core instruction in reading, writing, vocabulary, language, and comprehension. LETRS professional learning strengthens teachers' knowledge of how students learn to read and supports application of evidence-based practices in daily instruction.

Teachers explicitly teach vocabulary and oral language through discussion, read-alouds, text-based conversations, morphology, and content-rich texts. Fluency is developed through teacher modeling, repeated reading, supported oral reading, accuracy practice, phrasing, and opportunities to read connected text. Comprehension instruction includes building background knowledge, determining meaning, analyzing literary and informational texts, using text evidence, making inferences, summarizing, comparing ideas, examining craft and structure, and responding to text through speaking and writing.

Teachers use SC CCR ELA standards, curriculum guides, common assessments, formative checks, i-Ready, Mastery Connect, HMH assessments, classroom performance, and other diagnostic information to determine student strengths and needs. An array of Data is used to form flexible groups, provide just-in-time support, reteach prerequisite skills, extend learning for students who have demonstrated mastery, and adjust instruction. Additional resources may include ReadWorks, LETRS, EPIC, PAST, Heggerty, UFLI, Orton-Gillingham, interventionists, and close-reading/scaffolding strategies. These resources supplement - rather than replace - standards-aligned Tier I instruction.

Section B: Foundational Literacy Skills

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.

Word-recognition instruction at Luther Vaughan Elementary is aligned with the Foundations of Literacy strand of the 2024 SC CCR ELA Standards and follows a systematic progression of foundational skills. Instruction includes phonological awareness, phonemic awareness, alphabetic knowledge, sound-symbol correspondence, decoding, encoding/spelling, high-frequency word recognition, syllable patterns, morphology, multisyllabic word reading, and fluency as developmentally appropriate by grade level.

Teachers provide explicit modeling, guided practice, cumulative review, corrective feedback, and repeated opportunities for students to apply skills in connected reading and writing. Heggerty, Orton-Gillingham-aligned routines, LETRS strategies, HMH Into Reading foundational-skills instruction, and other district-approved High Quality Instruction Materials resources support this work. Instruction is responsive to student need rather than limited to a student's enrolled grade-level skill sequence; when assessment shows an unfinished prerequisite skill, teachers use the SC Foundations of Literacy learning continuum and earlier grade-level indicators to identify and explicitly teach the missing skill while maintaining access to grade-level content.

Universal screening, diagnostic assessments, classroom formative assessments, spelling/encoding evidence, word-reading data, fluency measures, i-Ready, and other approved measures are used to identify skill gaps and monitor progress. Results are reviewed through PLC and MTSS processes to determine flexible grouping, targeted Tier I support, and the need for Tier II or Tier III intervention. Student progress is monitored frequently enough to determine whether the intervention is effective and whether intensity, duration, grouping, or instructional focus should be adjusted.

Section C: Intervention

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.	Luther Vaughan Elementary uses a data-based MTSS problem-solving process to identify students who need additional literacy support and to match intervention to the specific skill need. Universal screening and diagnostic data are reviewed alongside classroom performance, formative assessments, HMH Into Reading assessments, i-Ready data, Mastery Connect benchmarks/predictive assessments where applicable, LETRS-aligned measures, PAST, Heggerty, or other phonological/phonemic-awareness measures where appropriate, and teacher observations. When a student is below benchmark, the team identifies the underlying area of need - such as phonemic awareness, decoding/word recognition, fluency, vocabulary, language comprehension, reading comprehension, or written response - rather than assigning a generic reading intervention. Tier I instruction is strengthened first through evidence-based, standards-aligned small-group instruction and just-in-time supports. Students needing more than core instruction receive targeted Tier II intervention with increased frequency, explicitness, practice, and progress monitoring. Students with intensive or persistent needs receive Tier III support that is more individualized and intensive. PLCs and MTSS teams review progress-monitoring data on a recurring schedule to determine student response to instruction. Teams document the intervention focus, instructional strategy, frequency/duration, progress-monitoring measure, student response, and next instructional step. Intervention groups remain flexible and are adjusted when data indicate that students have mastered a skill, require a different instructional focus, or need increased intensity. Intervention is connected to the 2024 SC CCR ELA Standards and the Foundations of Literacy progression so that remediation of prerequisite skills supports successful access to grade-level reading and writing.

Section D: Supporting Literacy at Home

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.	Luther Vaughan Elementary partners with families throughout the year to help parents and caregivers understand student literacy progress and support reading and writing at home. Family engagement begins with Open House and continues through conferences, Title I meetings, Literacy Night, workshops, school events, newsletters, ClassDojo, the school website, social media, the school marquee, parent reports, and other school-to-home communication. Families receive information about grade-level expectations, assessment results, student strengths and needs, and practical ways to support literacy development. Teachers and the Reading Coach provide family-friendly guidance on establishing a consistent home reading routine; reading with and to children; asking text-based questions before, during, and after reading; discussing new vocabulary and background knowledge; practicing appropriate foundational skills; encouraging accurate and fluent rereading; and providing authentic opportunities for students to write, explain their thinking, and respond to texts. When appropriate, families are directed to accessible print and digital literacy resources and are given strategies matched to the student's instructional need. Family Student Reports and conferences are used to explain assessment information in understandable language and identify specific next steps for home and school. The school also uses family and community events, including culturally responsive events and parent workshops, to strengthen relationships and increase family participation in literacy development. Communication methods are selected to increase access for all families, including multilingual families and families who may need additional support connecting with school resources. Newsletters are in Spanish version and a language line is used to communicate with parents of MLL students as well a district interpreter.

Section E: Progress Monitoring

Document how the school provides for progress monitoring of reading achievement and growth at the school level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.	Luther Vaughan Elementary uses a continuous assessment-and-response cycle to monitor reading achievement and growth: assess, analyze, identify the priority skill or standard, provide instruction/intervention, progress monitor, adjust, and reassess. Teachers use the Literacy Assessment Portfolio (LAP) folder in grades 4k-3 to along with Tracker Sheets in all grades to collect evidence from universal screeners, diagnostic measures, common formative assessments, HMH pre/post assessments, i-Ready, Mastery Connect where applicable, LETRS-aligned measures, foundational-skills assessments, classroom work, and standards-based checks for understanding. Grade-level PLCs analyze student data to identify trends, determine which SC CCR ELA standards and foundational skills require additional instruction, plan flexible small groups, and identify students needing enrichment or intervention. MTSS meetings are held on the school's established schedule, including monthly review as appropriate, to examine individual student response to intervention and determine next steps. The Reading Coach supports teachers in interpreting data, selecting evidence-based instructional responses, and connecting assessment findings to daily instruction. Progress-monitoring frequency is matched to the intensity of student need. Data are used to determine whether students are making adequate progress and whether instructional focus, group size, frequency, duration, or intensity should change. Students are not kept in static intervention groups; movement is based on evidence of learning. Classroom small-group instruction is similarly flexible and responsive to current data. The purpose of progress monitoring is not simply to collect scores, but to make timely instructional decisions that move students toward grade-level proficiency and growth.

Section F: Teacher Training

Explain how the school will provide teacher training based in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students.	Professional learning at Luther Vaughan Elementary is designed to move from training to classroom implementation. Teachers receive ongoing support in the science of reading, structured literacy, foundational literacy skills, the 2024 SC CCR ELA Standards, high-quality Tier I instruction, assessment literacy, differentiation, and intervention. Professional learning and coaching may include LETRS Volumes 1 and 2, Heggerty, Orton-Gillingham-aligned practices and morphology, HMH Into Reading, and other approved instructional tools, standards unpacking, unit planning, learning intentions and success criteria, common formative assessment, small-group instruction, data analysis, and MTSS/intervention practices. Required state and district professional learning is incorporated into the school's implementation plan. The Reading Coach supports transfer of professional learning into practice through collaborative planning, PLC/PLC+ facilitation, standards unpacking, modeling lessons, co-planning, observation and feedback, coaching cycles, data conversations, resource development, and follow-up support. Walkthroughs and instructional rounds are used to identify school-wide trends and professional-learning needs rather than functioning only as isolated compliance checks. Coaching support is differentiated based on teacher and student data. Professional learning is evaluated through evidence of implementation and student response. The school examines classroom practice, lesson/unit plans, learning intentions and success criteria, assessment evidence, small-group instruction, student work, and achievement/growth data to determine whether additional professional learning or coaching is needed.

Section G: District Analysis of Data

Strengths

Luther Vaughan Elementary's literacy strengths include continued implementation of LETRS learning among eligible staff; use of diagnostic, formative, benchmark, and summative data to guide instruction; a functioning PLC and MTSS structure; and an increasing focus on explicit, evidence-based literacy instruction. Teachers have access to standards-aligned core resources and supplemental tools to address foundational skills, comprehension, vocabulary, writing, and intervention.

The school has strengthened the use of collaborative data analysis to identify student needs, plan instruction, and adjust teaching practices. The Reading Coach supports standards alignment, unit planning, learning intentions and success criteria, data analysis, small-group instruction, and implementation of science-of-reading practices. The school also has multiple family communication structures that can be leveraged to strengthen literacy partnerships.

Possibilities for Growth

Based on the prior plan and ongoing literacy work, Luther Vaughan Elementary will continue strengthening: (1) consistent high-quality Tier I literacy instruction in every classroom; (2) explicit small-group instruction driven by current student data; (3) teacher use of the 2024 SC CCR ELA Standards and Foundations of Literacy progression to identify precise instructional needs; (4) common formative assessment and analysis of student work; (5) learning intentions and success criteria that clearly communicate what students are learning and how they will demonstrate success; (6) progress monitoring and documentation of student response to intervention; (7) differentiated enrichment for students who have already demonstrated mastery; and (8) family engagement in literacy, with particular attention to families who have historically had lower participation or barriers to access.

With continued monitoring of the above areas, Luther Vaughan will continue to show growth in years to come. We are also implementing PLCs to help strengthen instructional practices, increase rigor while aligning teaching practices to South Carolina State Standards, evaluate and analyze "real-time" data, and monitor every student, every day.

Description Area	*Note: The questions below are included to gauge school-level LETRS implementation.Teachers for state-funded LETRS training include:K-3 Classroom Teachers4-5 Classroom TeachersReading CoachesReading InterventionistsK-5 Special Education TeachersMiddle Level Special Education TeachersSchool AdministratorsMulti-lingual TeachersPreK CERDEP TeachersPreK CERDEP Teaching Assistants
How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?	2
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	16
How many eligible teachers in your school are beginning Volume 1 of LETRS this year?	3
How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	1
How many CERDEP PreK teachers in your school have completed EC LETRS?	2
How many CERDEP PreK teachers in your school are beginning EC LETRS this year?	0

Section H: Previous School Year SMART Goals and Progress Toward those Goals

Previous Goal #1	Third Grade Goal: Reduce the percentage of third-grade students scoring at the Does Not Meet level on SC READY from 49% in spring 2026 to 44%.
Goal #1 Progress	Using the final 2025-2026 SC READY results, 26% of third-grade students scored Does Not Meet Expectations, outperforming the stated target of 44% by 18 percentage points.
Previous Goal #2	By the end of the 2025-2026 school year, the percentage of students Meeting or Exceeding Expectations in Reading on the SC READY assessment will increase from 30% to 35%

Goal #2 Progress	Using the final 2025-2026 SC READY results, 35.3% of students scored Meets or Exceeds Expectations, surpassing the school's target of 35% by 0.3 percentage points.
Previous Goal #3	By the end of the 2025-2026 school year, the percentage of students in grades 3-5 demonstrating growth in reading comprehension, as measured by the i-Ready Diagnostic, will increase by 10 percentage points from the baseline established by the fall 2025 i-Ready Diagnostic assessment.
Goal #3 Progress	By the end of the 2025-2026 school year, the percentage of students in grades 3-5 performing at or above grade level in reading increased from 4.6% in Fall 2025 to 24% in Spring 2026, as measured by the i-Ready Diagnostic. This represents a 19.4-percentage-point increase, exceeding the school's 10-percentage-point growth goal by 9.4 percentage points.

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

Description Area	For all schools serving third grade students, goal #1 MUST read:Third Grade Goal: 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].
Current Goal #1	By Spring 2027, the percentage of third-grade students scoring "Meets or Exceeds Expectations" on SC READY (overall) ELA/Reading will increase from 31% to 36%, as measured by the SC READY assessment.

Goal #1 Action Steps	We will analyze 2026 SC READY, benchmark, formative, and diagnostic data to identify third-grade priority standards, reporting categories, and foundational reading needs. Implement daily standards-aligned Tier I reading instruction that includes explicit modeling, guided practice, frequent checks for understanding, corrective feedback, and regular opportunities for students to read, discuss, and write about grade-level texts. During weekly third-grade PLCs, use common formative-assessment results and student work to identify students' needs, plan reteaching or enrichment, and adjust flexible small groups. Administer and analyze predictive assessments and other district-approved measures throughout the year to monitor progress toward the Spring 2027 SC READY target of 36% meeting or exceeding expectations. Provide timely Tier II and Tier III interventions aligned to diagnosed needs in word recognition and language comprehension, with progress monitoring used to evaluate student response and adjust supports. Conduct quarterly third-grade data reviews with the Reading Coach and administration to monitor progress toward the goal, identify trends, and determine needed instructional adjustments. Provide coaching cycles, including co-planning, modeling, observation, and feedback, focused on the third-grade instructional practices and standards most connected to SC READY performance. Ensure students demonstrating mastery receive enrichment and deeper application of grade-level standards so all students continue to grow. Communicate student reading progress and practical at-home literacy strategies with families throughout the school year.
Current Goal #2	By the end of the 2026-2027 school year, the percentage of students Meeting or Exceeding Expectations in Reading on the SC READY assessment will increase from 35.3% to 40.3%

Goal #2 Action Steps	We will provide professional learning for all K-5 teachers on unpacking the 2024 SC CCR ELA Standards and translating priority standards into clear, student-friendly learning intentions and success criteria. During weekly PLCs, grade-level teams will collaboratively plan standards-aligned reading lessons, rigorous tasks, text-dependent questions, and common formative assessments aligned to identified essential learning outcomes. Conduct instructional walkthroughs, learning walks, and instructional rounds to monitor implementation of standards-aligned reading instruction, learning intentions, success criteria, student discourse, and use of formative assessment data. Use walkthrough, student-work, and assessment trend data monthly to identify instructional priorities and provide targeted professional learning and coaching support. The Reading Coach in conjunction with school admin and additional instructional coaches will provide differentiated support through modeling, co-planning, observation, feedback, and coaching cycles for teachers and teams needing additional assistance with Tier 1 reading instruction. During classroom observations and student-work reviews, monitor whether students can explain what they are learning, why it matters, and how they will demonstrate success. At the end of each quarter, PLCs and the leadership team will review formative, benchmark, and i-Ready data to monitor progress, identify students and standards needing additional support, and adjust instructional actions toward the Spring 2027 SC READY target of 40.3% meeting or exceeding expectations.
Current Goal #3	By the end of the 2026-2027 school year, we will increase the percentage of students in grades 3-5 performing at or above grade level in overall reading comprehension, as measured by the Spring i-Ready Reading Diagnostic.

Goal #3 Action Steps

We will analyze i-Ready Diagnostic and other reading data by grade level, classroom, subgroup, and reading domain to identify students performing below grade level and the specific comprehension needs requiring support.

We will use the SC Foundations of Literacy progression and diagnostic data to identify prerequisite reading skills and plan explicit, standards-aligned instruction that supports students' overall reading comprehension.

Provide targeted Tier I small-group instruction and evidence-based Tier II and Tier III interventions matched to students' diagnosed needs in word recognition, language comprehension, vocabulary, and comprehension strategies.

Monitor student progress at a frequency aligned to the intensity of intervention, and review results during PLC and MTSS meetings to determine student response to instruction and intervention.

Adjust intervention focus, intensity, group size, duration, or instructional approach when progress-monitoring data show that students are not making adequate growth toward grade-level reading comprehension.

Provide Reading Coach coaching cycles and collaborative planning to strengthen teachers' implementation of explicit foundational-skills instruction, comprehension instruction, and targeted small-group support.

Review i-Ready, formative, benchmark, and intervention-progress data at least quarterly to monitor progress toward increasing the percentage of students in grades 3-5 performing at or above grade level in overall reading comprehension by Spring 2027.

File Upload (optional)