SOUTH CAROLINA
DEPARTMENT OF EDUCATION

Submission Time: October 7, 2026 11:27 am

2026-27 Primary and Elementary Reading Plan

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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.	Reading assessment and instruction are implemented systematically and integrated throughout our school. Teachers use a variety of high quality instructional materials along with evidence-based approaches to develop reading comprehension and support students in meeting grade-level reading standards. Oral language serves as a foundation for reading and writing development and is the focus as early as 4K. Teachers provide opportunities for students to engage in meaningful discussions, collaborate with peers, and participate in small-group interactions that build vocabulary, language skills, and comprehension. Phonological awareness and phonics are emphasized primarily in our 4K, 5K, 1st, 2nd, and 3rd grade classrooms as part of high-quality Tier 1 instruction. Teachers incorporate Heggerty and Orton-Gillingham practices to provide students with explicit instruction and opportunities to develop strong phonological awareness skills. In addition, teachers are continuing their LETRS training to strengthen their understanding of the Science of Reading and further support effective literacy instruction. Fluency instruction and comprehension are emphasized as students develop automaticity with decoding skills. Teachers monitor students' progress through formative and summative assessments. HMH-adopted resources are also used to support fluency and comprehension through read-alouds and small-group instruction using grade-level texts. Together, these instructional practices provide a systematic approach to literacy development that builds foundational reading skills while strengthening vocabulary, fluency, comprehension, and overall reading achievement.

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.	Phonological awareness, phonics, decoding, oral reading fluency, and reading comprehension are assessed regularly to monitor student progress and identify areas of need. Assessment data is used to guide teachers' instructional planning and inform both Tier 1 whole-group instruction and targeted Tier 1 small-group instruction. Our assessment practices include the LETRS Phonics and Word-Reading Survey, LETRS Spelling Screener, Heggerty assessments, and PAST screeners. Through explicit, systematic, and data-driven instruction, teachers use assessment results to provide targeted support and adjust instruction based on student needs. This approach helps students develop accurate and automatic word-reading skills, build fluency, strengthen comprehension, and establish a strong foundation for long-term reading proficiency.

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.	Northwest Elementary School uses universal screeners and diagnostic assessment data to identify students in PreK-5th grade who are not demonstrating grade-level reading proficiency. We collect data three times a year using LETRS Phonics and Word Surveys, LETRS Spelling Screeners, Heggerty, and PAST for grades 5K through 3rd grade. i-Ready inform data is collected three times throughout the school year in grades 5K-5th grade. 4K uses Dial 4. 5K uses KRA (Kindergarten Readiness Assessment) in the first 45 days of school to determine needs. This data is critical in determining targeted interventions. Our goal is to personalize interventions based on each student's specific reading needs, aligning with the science of reading and foundational literacy practices. Ongoing progress monitoring allows teachers to adjust instruction and interventions as students develop their literacy skills.

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.	Parents having the knowledge and understanding of how to help our students is crucial in creating readers and writers at home. At Northwest Elementary School, all parents are connected with their child's teacher through conferences, the Class Dojo App, Newsletters, Kinvo messaging, and Literacy Nights. Parents are also involved in the MTSS process for their student. Using these outlets, our teachers and support staff are able to educate parents on the key components of developing reading and writing success in their students. This year we are giving books to families to build their home libraries. We encourage Book Fair participation by inviting families to breakfast on a morning during Book Fair. Parents will also participate in data conferences throughout the year to discuss their child's progress.

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.	Northwest Elementary School provides for progress monitoring of reading achievement and growth using a systematic and data driven approach. Our school has an MTSS (Multi-Tiered System of Support) team which supports students and teachers through the intervention process to ensure that all students are working towards grade-level proficiency. This process involves the use of Oral Reading Fluencies, the use of the "Decision Tree", PAST assessments, CORE assessments, LETRS assessment, Heggerty, i-Ready Inform and pathways. The data collected is used in collaboration with the MTSS team and teacher to determine goals and research-based interventions to support student achievement. Meetings are held throughout the school year to monitor progress and re-evaluate goals and interventions.

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.	Northwest Elementary School will provide ongoing professional development in Science of Reading, structured literacy, and foundational literacy skills to support reading achievement for all students. The school's leadership team will provide teachers with support in Orton-Gillingham training, Heggerty, the 2024 South Carolina State Standards, and LETRS training. Also, this year all teachers will participate in professional development led by Leading Educators to strengthen small group Tier 1 instruction. Leadership and teachers will collaborate through data-driven PLCs to analyze student performance, identify areas of need, and use evidence-based instructional practices to inform and strengthen classroom instruction. Teachers will also participate in instructional coaching cycles that provide opportunities for ongoing professional learning, collaboration, feedback, and reflection. Together, these professional learning opportunities will build teacher capacity and promote consistent, high-quality literacy instruction across all grade levels.

Section G: District Analysis of Data

Strengths	High Quality Instructional Materials Literacy Assessment Portfolios Standards of Instruction to Lesson Plan Rigorous instruction Research and evidence-based interventions Develop Learning Intentions and Success Criteria to guide instruction MTSS-Implementation of Decision Tree Using data to guide PLCs Common Formative assessments
Possibilities for Growth	Student Engagement Resource schedule aligned with core instruction time Learning Walks Tier I Small groups instruction Consistent use of HQIM in every classroom Formative data to drive instruction and small groups Use of AVID strategies (3rd - 5th focus) Standard aligned instruction Unit and Lesson internalization during PLC

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?	3
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	17
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?	3
How many CERDEP PreK teachers in your school have completed EC LETRS?	4
How many CERDEP PreK teachers in your school are beginning EC LETRS this year?	3

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

Previous Goal #1	Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC Ready from 66.7% to 70% in the spring of 2026.

Goal #1 Progress	The goal was to increase the percentage of third-grade students scoring Meets and Exceeds on the SC Ready assessment from 66.7% in Spring 2025 to 70% in Spring 2026. The Spring 2026 results showed that 62.9% of third-grade students scored Meets and Exceeds, resulting in a decrease from the previous year and falling 7.1 percentage points below the goal. It should be noted that the 2025 3rd Grade cohort results showed that 67.1% of these students scored Meets or Exceeds in 2026 as 4th Grade students. This shows a growth of 1 percentage point for that cohort.
Previous Goal #2	100% of 5K through grade 3 teachers will complete volume 2 of LETRS training. In grades 4 and 5, four teachers will complete volume 1 of LETRS training. We will use the district PD plan to complete this training. Through these training(s) our teachers will gain a better understanding of the Science of Reading and transfer that knowledge into practice. By transferring these instructional practices our goal is to increase the number of students performing at grade level on i-Ready diagnostic by Spring 2026.
Goal #2 Progress	This goal was met as planned. 100% of Kindergarten through 3rd grade teachers completed Volume 2 of LETRS training, and three of four teachers in grades 4-5 completed Volume 1. The district PD plan provided a structured framework for completing the training and supporting teachers throughout the process. Through LETRS, teachers strengthened their understanding of the Science of Reading and increased their knowledge of evidence-based literacy practices. Teachers transferred this learning into classroom instruction by implementing more intentional practices in phonemic awareness, phonics, fluency, vocabulary, and comprehension. The knowledge and instructional practices gained through LETRS contributed to stronger Tier 1 literacy instruction and supported student growth. i-Ready diagnostic data was used to monitor progress and identify student needs, with an overall focus on increasing the number of students performing at grade level by Spring 2026.
Previous Goal #3	By the end of the 25-26 school year, the implementation of PLCs will improve instructional strategies, with the goal of having 100% of teachers demonstrating the increased use of data driven instruction in their classrooms.

Goal #3 Progress	Through ongoing PLC collaboration and data analysis, 100% of teachers demonstrated increased use of data-driven instructional practices in their classrooms. Teachers were able to identify student strengths and areas for growth, plan targeted instruction, and use assessment results to make informed instructional decisions. The implementation of PLCs strengthened collaboration and promoted a school-wide culture of using data to improve student outcomes.

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	Increase the percentage of third graders scoring Meets or Exceeds in Spring 2026 as determined by SC Ready from 62.9% to 66% in Spring 2027.
Goal #1 Action Steps	Data will be used to identify specific areas of need and guide instructional planning. Continued focus on standards-aligned Tier 1 instruction, targeted interventions, data-driven PLCs, and intentional monitoring of student progress will be important in increasing student achievement moving forward. Teachers will utilize focus walls to anchor the curriculum in the classroom. Professional learning will continue to center around all of these action steps.
Current Goal #2	Increase the percentage of 5K-2nd graders scoring on or above grade level in Fall 2026, as determined by i-Ready Inform assessment, from 38% to 75% in Spring 2027.
Goal #2 Action Steps	Data will be collected using LETRS and Heggerty assessments at three points throughout the school year. The data will be used to track growth and identify students in need of targeted intervention and support. Students scoring at the 20th percentile and below will receive interventions at least three times weekly. Teachers will monitor students i-Ready pathways to ensure that growth is evident and will adjust pathways as needed to continue to drive student growth.

Current Goal #3	By Spring 2027, at least 75% of students in Grade 3 will grow at least one level, or maintain a score of Exceeding, on a TDW benchmark, when assessed by the SC Ready Rubric.
Goal #3 Action Steps	Data will be used to identify students by performance tier to determine specific support needed. Teachers will use high quality instructional materials to teach writing. Students will be given opportunities to develop as writers using a rubric that aligns with SC Ready. Teachers will use No Red Ink to assign grammar and writing assignments and give students feedback for growth. Teachers will also provide scaffolds and guided writing in small groups, as well as via No Red Ink.

File Upload (optional)