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

Westview Primary School
Principal: Lindsey Brooke Melcher

School Literacy Team Members: Brooke Melcher, Deanne Martin, Dr. Bonnie Ellis, Shanna Freeman, Jennifer Stuffebeam, Kimberly Richardson-Benton, Karen Mixon, Kimberly Lucas, Brittany Smith, Kara Cougle, Kayla Coleman

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 teachers**
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? **20 teachers**
- How many teachers in your school are beginning Volume 1 of LETRS this year**? 1 teachers**
- How many teachers in your school are beginning Volume 2 of LETRS this year? **1 teachers**
- How many CERDEP PreK teachers in your school have completed EC LETRS? **3 teachers**
- How many CERDEP PreK teachers in your school are beginning EC LETRS this year? **0 teachers**

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.

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. This school documents and monitors the reading and writing assessment and instruction planned for all prekindergarten through second grade students and the interventions provided to all struggling readers who are not able to comprehend grade-level texts.

Assessments: Summative Assessment, SC Ready, Universal Screener, Formative Assessment, iReady, 4K Assessments. MTSS Team focused data-based decision making to identify problem; explore why it is occurring; develop an action plan; monitor and evaluate the Plan Documentation of Data. Utilize and model the HMH unit and lesson internalization to strengthen teachers' understanding of the standards, content, and instructional expectations.

The iReady Inform screener is given to all K-2nd grade students 3x a year. The screener assesses Phonemic Awareness, Phonics, Vocabulary and Comprehension. Teachers use the BCSD Teaching and Learning model along with UFLI, Heggerty, HMH and iReady pathways as data collection. ELA intervention and progress monitoring will be assigned to assist students scoring below the 25% on the iReady screeners. Progress monitoring will be used weekly to track student progress and adjust as needed.

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.

This school embeds practices reflective of exemplary literacy-rich environments. Literacy-rich environmental components include immersion in literacy and language experiences with classroom libraries across disciplines. The school embeds Science of Reading practice taught through LETRS research learned in the LETRS volume I and II courses. The Structured Literacy teaching method is supported by the Science of Reading which prepares students to decode words in an explicit and systematic manner.

Foundational Literacy skills standards are taught and assessed using Heggerty (K-1), UFLI (K-2), HMH skills, LETRS screener, Core Phonics Screener and school based common assessments. Materials meet the needs of all children including students with disabilities and multi-language learners. Appropriate academic language including student led conversations and atmosphere of room are conducive to learning. Possible sources of evidence: teacher schedules reflecting an appropriate number of minutes for foundational skills instruction, independent reading, intervention, and writing independently for a sustained period of time during writing instruction, environments displaying a variety of print materials, authentic student work, co-created anchor charts, and sound walls.

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 school uses the iReady Inform universal screener data and diagnostic assessment data to determine targeted pathways of intervention (word recognition or language comprehension) for students in PreK-2nd grade who have failed to demonstrate grade-level reading proficiency. The K-5 MTSS Pathway is determined by data from word recognition using Heggerty, LETRS screener, and Core Phonics Screener. Language comprehension using Lexile, Running Record and anecdotal notes. (K – letter names, letter sounds, and phoneme segmenting; 1st grade Fall - letter sounds, phoneme segmenting and Winter/Spring - word reading fluency; 2nd grade passage reading fluency 3x a year). Utilize and model the HMH unit and lesson internalization to strengthen teachers' understanding of the standards, content, and instructional expectations.

This school provides Tier 2 and Tier 3 supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both. Supplemental Instruction, Foundational Reading Skills, Listening Comprehension, print concepts, decoding and encoding, Phonological Awareness and Phonics Fluency Reading Process (Reading is a highly cognitive process that requires students to use their background knowledge and the print on the page to construct knowledge by thinking within the text, beyond the text, and about the text.) Small group and individual instruction to target and intensify instruction is used daily. ELA intervention and progress monitoring will be assigned to

assist students scoring below the 25% on the iReady screeners. Progress monitoring will be used weekly to track student progress and adjust as needed.

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 systems in place to help parents in this school understand how they can support the student as a reader and writer at home include family literacy/data nights 2 times a year, book fairs, parent workshops, individual conferences and iReady Inform for family reports with R2S letters outlining specific data and concepts for parents to support their student. This school uses Beanstack to track student and teacher reading time. Possible sources of evidence: iReady screener for families report and family R2S detailed letters, agendas from parent workshops, sign-in sheets from parent meetings, newsletters, conference summaries, conference schedules, anecdotal notes from conferences and phone calls.

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.

MTSS progress monitoring for K-2nd grade is tracked in each classroom and school wide. Once the iReady Inform screener is completed, students' progress is tracked using individual pathway lessons in iReady. These pathways are also used to set individual goals with each student and tracked using data sheets. Teachers provide targeted, effective in-class intervention which provides targeted and intensified individual and small-group instruction, 30 minutes in addition to 90 minutes of daily reading and writing instruction and is tracked in an ongoing intervention document for each teacher. In addition, this school has 3 Reading interventionists to serve K-2 students. The MTSS system at this school triangulates data, 3 tiers of instruction and progress monitoring. The school team meets monthly to discuss student progress and concerns. Individual plans are made with the team to help students be successful.

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.

This school provides teacher and administrator training in evidence-based reading and writing strategies. Professional development Literacy Competencies for PreK-2nd Grade teachers, Literacy Competencies for Administrators, South Carolina College and Career Ready

Standards for Professional Learning, Early Learning Standards for 4KREL, Practice Guides on What Works Clearinghouse Foundational Reading Skills. Teacher training includes LETRS Volume I & II, curriculum specific UFLI, Heggerty, HMH structured literacy program as well as school specific professional development. Possible Sources of Evidence: agendas, sign-in sheets, professional reading logs, written reflections of practice and new learning, coaches log, action research notes, lesson plans, LETRS progress reports and Unified Talent reports and PLC notes.

Section G: Analysis of Data

Strengths	Possibilities for Growth
● **Identifying the literacy standards for each lesson.** ● **A variety and ample text available in classrooms** ● **Family nights planned for Fall and Spring for parents and students to learn ELA activities** ● **Teachers teach, facilitate, guide and support students in how to independently use strategies to construct meaning and monitor understanding of text** ● **65% of second graders met their typical growth on the EOY iReady screener.** ● **61% of first graders met their typical growth on the EOY iReady.** ● **66% of Kindergarteners met their typical growth on the EOY iReady.**	● **Small group PLC teams focus on unit internalization** ● **Reflection of data specific standard during PLC meetings** ● **Use Fall 2026 iReady Diagnostic report data to enable students to set Reading growth goals.** ● **Small group or individual conferences with students to gather and analyze data** ● **Focused R2S family nights with the community** ● **SIC meetings at a variety of scheduled times to include more parents** ● **Students and teachers track goals and progress** ● **Students and teachers will set goals to increase growth on iReady Inform 2026 Winter and 2027 Spring Diagnostic screeners.** ● **PLC teams will reflect on student growth and collaborate instruction to assist student growth.**

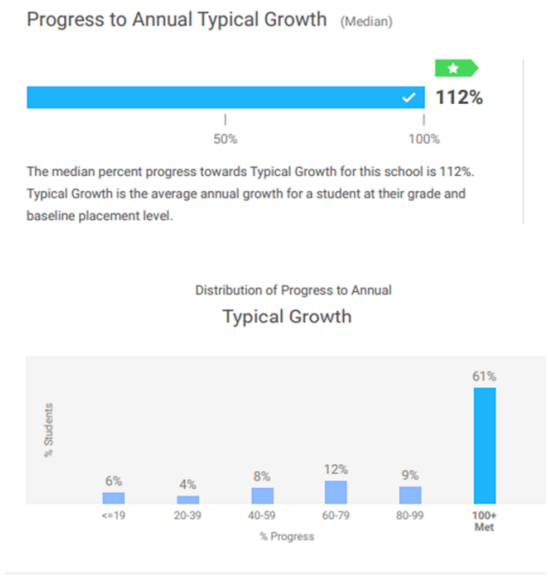
Section H: Previous School Year SMART Goals and Progress Toward Those Goals

- 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
Previous Goal #1 (Third Grade Goal): NO 3rd grade at WVP	N/A
(First Grade Goal) Current Goal #1: Increase the percentage of first graders scoring On, Mid or Above Grade Level in Phonics (24%) and Phonological Awareness (31%) as determined by i-Ready Reading Diagnostic to 72% in the spring of 2026.	**Phonics 24% to 70%** **Phonological Awareness 31% to 69%** 1.Teachers will track new skill UFLI progress monitoring progress using individual class Google Sheets with color coded information for each PM assessment. 2. Support teachers with using data to conference and goal set with students and track using whole class/individual data sheets. 3. As part of Tier 1, Core Instruction, students in grades K-5 must engage in 30-49 minutes of i-Ready Personalized Instruction in ELA per week with an aim of high pass rates (>70%). 4.Teachers will communicate progress towards student goals with parents using individual student data and parent conferences. 5.Teachers will implement the SC ELA standards with fidelity utilizing the state and district adopted curriculum based in the Science of Reading. 6.Common assessment data will be analyzed to identify student needs. 7. HQIM will be purchased to support this goal.
Goal #2: By May 2026, an average of 70% of the students in grades Kindergarten through 2nd **will meet their annual growth goal in Reading** as measured by iReady by implementing personalized learning plans, providing targeted, differentiated support based on diagnostic and classroom performance data, a focus foundational standards using UFLI and Heggerty instruction daily and conducting regular progress reviews in PLC	1. Training and support for implementation of iReady assessment, pathways, reports and toolkit. 2. Support teachers with using data to conference and goal set with students and track using data sheets. 3. Small group instruction will focus on student needed skills in order for them to demonstrate mastery tracked using teacher intervention tracking sheets.

meetings to ensure students are on track to meet their growth goals. -	4. As part of Tier 1, Core Instruction, students in grades K-5 must engage in 30-49 minutes of i-Ready Personalized Instruction in ELA per week with an aim of high pass rates (>70%). 5. Communicate progress towards student goals with parents using Reading family nights and parent conferences. 6. Teachers will implement the new SC ELA standards with fidelity utilizing the state and district adopted curriculum based in the Science of Reading. 7. UFLI progress monitoring weekly with teams analyzing data to create small group based on student needs. 8. HQIM will be purchased to support this goal. The median percent progress towards Typical Growth for this school is 112%. Typical Growth is the average annual growth for a student at their grade and baseline placement level. 61% met growth 9^ 80-99% of growth progress 12% 60-79 % of growth progress

	
<u>Previous Goal #3:</u> By May 2026, 70% of student in Kindergarten through 2nd will meet their UFLI goals as measured through common classroom assessments performance, iReady diagnostic and conducting regular progress reviews in PLC meetings to ensure students are on track to meet their growth goals.	1.Support teachers with using data to conference and goal set with students and track using data sheets stored in student data binders. 2.Students will work on iReady instructional lessons weekly and set goals for lessons correct each week. 3.Communicate progress towards student goals with parents using individual data binders and parent conferences. 4.Teachers will implement the new SC ELA standards with fidelity utilizing the state and district adopted curriculum based in the Science of Reading. 5. UFLI progress monitoring weekly with teams analyzing data to create small group based on student needs.

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

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.

Goals	Action Steps
(Third Grade Goal): NO 3rd grade at WVP	N/A
(First Grade Goal) Current Goal #1: Increase the percentage of first graders & Kindergarteners scoring On, Mid or Above Grade Level in Phonological Awareness and Phonics and as determined by i-Ready Reading Diagnostic to 75% in the spring of 2027. **1st Grade - Phonological Awareness (23%) and Phonics (25%)** **Kinder - Phonological Awareness (26%) and Phonics (19%)**	1.Teachers will track new skill UFLI progress monitoring progress using individual class Google Sheets with color coded information for each PM assessment and reflect with peer teachers. 2. Support teachers with using data to conference and goal set with students and track using whole class/individual data sheets. 3. As part of Tier 1, Core Instruction, students in grades K-5 must engage in 30-49 minutes of iReady Personalized Instruction in ELA per week with an aim of high pass rates (>70%). 4.Teachers will communicate progress towards student goals with parents using individual student data and parent conferences. 5.Teachers will implement the SC ELA standards with fidelity utilizing the state and district adopted curriculum based in the Science of Reading. 6. Common assessment data will be analyzed to identify student needs. 7. HMH HQIM will be used to support this goal. 8. Utilize and model the HMH unit and lesson internalization to strengthen teachers' understanding of the standards, content, and instructional expectations.
(Second Grade Goal) Current Goal #2: Increase the percentage of Second graders scoring On, Mid or Above Grade Level in Phonological Awareness (72%) and Phonics (27%) and as determined by i-Ready Reading Diagnostic to 75% in the spring of 2027.	

	9. ELA intervention and progress monitoring will be assigned to assist students scoring below the 25% on the iReady screeners. Progress monitoring will be used weekly to track student progress and adjust as needed.
Current Goal #3: By May 2027, an average of 75% of the students in grades Kindergarten through 2nd **will meet their annual growth goal in Reading** as measured by iReady by implementing personalized learning plans, providing targeted, differentiated support based on diagnostic and classroom performance data, a focus on foundational standards using UFLI and Heggerty instruction daily and conducting regular progress reviews in PLC meetings to ensure students are on track to meet their growth goals. **25-26 EOY Data** **K-66%** **1-61%** **2-65%**	1. Training and support for implementation of iReady assessment, pathways, reports and toolkit. 2. Support teachers with using data to conference and goal set with students and track using data sheets. 3. Small group instruction will focus on student needed skills in order for them to demonstrate mastery tracked using teacher intervention tracking sheets. 4. As part of Tier 1, Core Instruction, students in grades K-5 must engage in 30-49 minutes of iReady Personalized Instruction in ELA per week with an aim of high pass rates (>70%). 5. Communicate progress towards student goals with parents using Reading family nights and parent conferences. 6. Teachers will implement the new SC ELA standards with fidelity utilizing the state and district adopted curriculum based in the Science of Reading. 7. UFLI progress monitoring weekly with teams analyzing data to create small group based on student needs. 8. HQIM will be purchased to support this goal. 9. Utilize and model the HMH unit and lesson internalization to strengthen teachers' understanding of the standards, content, and instructional expectations. 10. ELA intervention and progress monitoring will be assigned to assist students scoring below the 25% on the iReady screeners. Progress monitoring will be used weekly to track student progress and adjust as needed.

Notes: According to Act 114 updated in 2024, reading plans are required for all primary and elementary schools in South Carolina and any middle school with 50% or more of the students score DNM on SC Ready Reading. All reading plans must document how reading and writing instruction and intervention align with the science of reading, structured literacy, and foundational literacy skills.