

Submission Time:

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2026-27 Primary and Elementary Reading Plan

District Name	Georgetown
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School Name	Waccamaw Elementary School
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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.

At Waccamaw Elementary, reading instruction and assessment is intentionally designed to address the interconnected components of literacy development-oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. These strands are taught explicitly and systematically, ensuring all students build the necessary competencies to comprehend increasingly complex texts and meet grade-level standards. The literacy block is 90 to 120 minutes, depending on the grade level, and includes time for all components.

□Beginning in PreK, students engage in both formal and informal opportunities to listen, speak and discuss ideas. Teachers intentionally teach vocabulary using evidence based curriculum (Frog Street, HMH Into Reading, Letterland) as well as the LETRS vocabulary routine. In kindergarten and PreK, we use purposeful play centers to engage students in using oral language with each other as well as with the teacher and teacher assistant. This is an opportunity for teachers to help students expand their sentences and vocabulary in an authentic and engaging way. Additionally, we explicitly teach syntax and grammar as is specified in our standards. We intentionally plan for student discourse in all subject areas using structures such as turn and talk, inside/outside circle, whole group discussions, and collaborative conversations.

□Phonological awareness is systematically and explicitly taught to all students in PreK through 1st grade. Additionally, it is provided to students in 2nd and 3rd grade who need additional instruction in these areas (based on iReady, the iReady literacy tasks, and the PAST assessment). We use Heggerty and portions of Letterland as our curriculum for this component and follow our SC Standards. We also use Bridge the Gap curriculum and Kilpatrick phonological awareness tasks. Student progress toward mastery is assessed through the use of classroom assessments (including assessments from Letterland and teacher created assessments) as well as iReady Literacy Tasks and the iReady diagnostic. In order to make our instruction as effective as possible, we use gestures, mirrors, Elkonin boxes, and manipulatives to scaffold instruction.

□Phonics is explicitly and systematically taught in all grade levels using Letterland (following the SC Standards). We assess mastery of standards through Letterland Assessments including the spelling and reading fluency assessments. Instruction occurs in small group and whole group settings. Instruction in K-3 includes explicit instruction of the skill with modeling, blending, dictation, word building, word chains, and reading of decodable text. These routines are introduced in kindergarten and evolve as students progress through the grades.

□Fluency is developed through repeated readings, phrase-cued reading, modeled fluent reading, choral reading, partner reading, reader's theater, and guided oral reading practice. Assessments

include oral reading fluency measures (iReady literacy task) as well as Letterland Fluency Assessments. The iReady Literacy tasks also include a rubric for fluency.

□Comprehension instruction includes teaching the ELA standards for each grade level, including the overarching standards. Instruction includes teaching comprehension strategies and doing close reading of complex texts. This occurs in interactive read-alouds, shared reading, and during small group reading. Comprehension is assessed through the use of rubrics, assessments from our reading program (HMH Into Reading) and formally three times a year in iReady.

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.

At our school, word recognition instruction and assessment for all students is purposefully aligned with the Science of Reading (SoR), Structured Literacy principles, and the development of foundational literacy skills. Instruction is grounded in a systematic, explicit, and cumulative approach to ensure all students acquire the essential skills to become proficient, fluent readers. Instruction is aligned to South Carolina Standards. Instruction in phonological and phonemic awareness is linked to phonics instruction. Students are taught to decode using phonics, to recognize orthographic patterns, and to read and spell irregular words (called "tricky words" in our curriculum). We use an evidence based curriculum to (Letterland) in order to teach these skills and our standards. We use many strategies that are aligned with SOR to support word recognition including additive blending, sound by sound blending, continuous blending, dictation, word chains, word building, sound boxes, reading decodable text, and multisensory strategies (such as the 3 by 3 strategy in Letterland).

We assess word recognition both formally and informally. It is assessed through iReady, the iReady literacy tasks, and curriculum based measures. We assess students' encoding through Letterland spelling assessments based on phonics or orthographic patterns students have been learning as well as through their writing. Additional assessments include Letterland word reading assessments, LETRS phonics surveys, Letterland Review Reading Assessments, the PAST Assessment, and Letterland phonemic awareness assessments. Teachers are able to observe students in small groups and individually and to make instructional decisions based on their observations.

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.

Waccamaw Elementary uses iReady and the iReady literacy tasks as our universal screening tool to identify students who are not demonstrating grade-level proficiency. Benchmarks are given three times each year. iReady (combined with the iReady literacy tasks) is an approved state screener. Families receive the results of the screener and diagnostic assessment once it is completed. Conferences are held as needed in order to explain the results and discuss an action plan moving forward.

Once students are flagged through our diagnostic and screener assessments, the school team analyzes the data to determine specific areas of need (including both word recognition and language comprehension) for students. Additional assessments are then administered to gather more detailed information about students' specific needs and to get a baseline to measure student growth towards mastery in these areas. Examples of these assessments may include additional iReady Literacy tasks, DIBELS MAZE, LETRS phonics and word reading survey, the P.A.S.T. assessment, Oral Reading Fluency tasks, as well as spelling surveys.

Based on this data, students receive targeted intervention in their area(s) of need. Families receive communication from their classroom teacher and/or the MTSS team if their student is in need of Tier 2 or Tier 3 intervention. During our MTSS meetings parents are given information about how students' specific needs were determined, the proposed intervention that is going to be taking place, and the progress monitoring tool that will be used to measure student growth. This is a time for collaboration between the school and family. This data-driven approach ensures that students receive appropriate interventions that meet their learning needs.

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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.

WES is proud to partner with families to ensure student growth and achievement. Parent newsletters inform families of what students are learning that week and provide ongoing tips, reminders, and encouragement for at-home practice. Progress reports are sent home and include suggestions for practice at home based on the students' needs. Letterland word lists and decodable texts are sent home weekly in 1st through 3rd grade. In kindergarten, decodable texts are sent home as they are introduced throughout the year. Parent-teacher conferences are held in person during the first quarter and as needed throughout the year. During conferences, teachers provide suggestions for supporting student learning at home.

Additionally, iReady results are sent home and include suggestions on how families can work with their child at home. Our school website contains additional information for parents including our Reading Plan. Families also have access to our state adopted curriculum through ClassLink and directions on how to access this is sent home at the beginning of the year.

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.

WES administers the iReady diagnostic and Literacy Tasks three times a year. The data from these assessments is collected and analyzed to track student growth and identify those students who are at risk. After these assessments, additional diagnostic assessments are given to students who are not meeting benchmarks to further identify areas in which intervention may be needed and to get a baseline for growth. Once that data (as well as classroom performance data) has been collected and analyzed, interventions are planned and implemented as needed.

□ Intervention decisions are made based on a tiered support system, utilizing all available data to ensure that interventions are aligned with student needs. For students who are not mastering grade-level standards, Tier 2 and, in some cases, Tier 3 interventions are implemented. Interventions are delivered in a small group setting and are targeted to specific learning needs. At WES we have dedicated time set aside daily for interventions. Progress is monitored frequently (weekly in Tier 3 and every two weeks in Tier 2) using tools that are aligned to the specific area of need. Additionally, students performing at or above grade level are progress monitored between benchmark periods to ensure expected growth is maintained or exceeded. For example, a student receiving intervention in phonics in 1st grade may be progress monitored using pseudoword decoding (to measure mastery towards grade level proficiency) as well as with the Letterland Intervention progress monitoring tool (which measures mastery of the specific content taught). Progress monitoring data is reviewed every few weeks at MTSS PLCs to assess the effectiveness of interventions, student progress towards grade level proficiency, and to make any necessary adjustments.

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.

All CD-3rd grade teachers, instructional coaches, special education teachers, interventions, and administrators have either completed LETRS or are currently participating in LETRS professional development through Lexia. Teachers are also trained in the implementation of curricular programs (both supplementary and core) that are based in the science of reading including Letterland, Letterland Intervention, HMH Into Reading, iReady, and Frog Street. This training is delivered directly through the companies by consultants and is differentiated for each grade level/content area. This professional development includes how the high quality instructional materials are aligned to the Science of Reading, how to implement the curriculum, and how to use the curriculum based assessments to measure student mastery and plan for further instruction.

□Teachers also receive job-embedded, grade-specific professional development during PLCs. Grade level and content area teams analyze and unpack ELA standards to ensure clear understanding of each before planning instruction. We use slides and resources from the state level PLOs to support us. During collaborative planning, teachers work with the coach to practice instructional strategies they will be using in upcoming lessons that are aligned to SoR. The coach participates in coaching cycles with teachers to support the implementation of evidence-based practices within classrooms.

The reading coach attends state-level PLOs as well as district and regional reading coach professional development. Coaching supports the implementation of SOR as well as the use of high quality instructional materials and the SC College and Career Ready ELA Standards. The coach works with teams and individuals to unpack standards, analyze assessment data and determine next steps, and implement high quality curriculum and practices based on the Science of Reading. The coach works with teachers through coaching cycles that may feature co-teaching, modeling, observations and feedback, peer observations with guiding questions, and collaborative planning. Additionally, the coach works with the MTSS team to support and guide teams of teachers in the analysis of student data (including classroom assessments, diagnostic assessments, and screeners) for in order to inform instruction and determine next steps.

Section G: District Analysis of Data

Strengths

At WES we have structures in place to ensure student success. We have designated intervention blocks for 30 minutes daily. This allows for an uninterrupted core literacy block as well as opportunities for students to receive layers of support through MTSS.

As part of MTSS, we have screening, diagnostic, and progress monitoring tools. We create and analyze common formative assessments to ensure mastery of grade level standards and plan accordingly. Data is used to make instructional decisions for grade levels, small groups, and individual students.

The majority of our teachers have had LETRS Vol. 1 and 2 training and we plan instruction to align with evidence-based practices and SC Standards.

Our SC Ready ELA Data is strong, with 84% of students scoring meets or exceeds.

Possibilities for Growth

Support the application of what we have learned in LETRS through PLCs, collaborative planning, and coaching.

Provide additional time for analyzing grade level common assessments and planning strong Tier 1 instruction that is in alignment with SOR and our state standards. Stronger and more responsive Tier 1 instruction will mean fewer students are in need of interventions.

Description Area

*Note: The questions below are included to gauge school-level LETRS implementation. Teachers for state-funded LETRS training include: K-3 Classroom Teachers, 4-5 Classroom Teachers, Reading Coaches, Reading Interventionists, K-5 Special Education Teachers, Middle Level Special Education Teachers, School Administrators, Multi-lingual Teachers, PreK CERDEP Teachers, PreK CERDEP Teaching Assistants

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?

6

How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?

22

How many eligible teachers in your school are beginning Volume 1 of LETRS this year?

2

How many eligible teachers in your school are beginning Volume 2 of LETRS this year? 5

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	Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 77.6 % to 79.6% in the spring of 2025-2026.
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Goal #1 Progress	This goal has been met. In the Spring of 2026, 84% of third graders scored meets and exceeds on SC READY Reading.
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Previous Goal #2	We will increase the percentage of students reading on grade level in reading as measured by iReady from 77% in the Spring of 2025 to 79% in the Spring of 2026.
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Goal #2 Progress	In the Spring of 2026 the percentage of students reading on grade level was 78% as measured by iReady Reading. We are still in progress with this goal.
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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].
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Current Goal #1	Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025-2026 as determined by SC READY from 84 % to 86% in the spring of 2026-2027.
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Goal #1 Action Steps

1. Implement strong Tier 1 instruction by using collaborative planning time to plan for instruction that is aligned to SC Standards, SoR, and Structured Literacy. Incorporate data analysis on student mastery of standards and use common formative assessments that match the rigor of the standards.
2. Analyze data to determine student needs and make instructional decisions based on this analysis. This includes differentiating instruction in Tier 1 and making intervention decisions for students needing Tier 2 and Tier 3 interventions.
3. Intentionally link SoR aligned strategies (and knowledge) that has been learned through LETRS to collaborative planning. Ensure instruction is aligned to SoR. Support the implementation of these practices through practice during collaborative planning and coaching.
4. Regularly monitor the fidelity of implementation of the action plan.

Current Goal #2

We will increase the percentage of students reading on grade level in reading as measured by iReady from 77% in the Spring of 2025 to 79% in the Spring of 2026.

Goal #2 Action Steps

1. Implement strong Tier 1 instruction by using collaborative planning time to plan for instruction that is aligned to SC Standards, SoR, and Structured Literacy. Incorporate data analysis on student mastery of standards and use common formative assessments that match the rigor of the standards.
2. Analyze data to determine student needs and make instructional decisions based on this analysis. This includes differentiating instruction in Tier 1 and making intervention decisions for students needing Tier 2 and Tier 3 interventions.
3. Intentionally link SoR aligned strategies (and knowledge) that has been learned through LETRS to collaborative planning. Ensure instruction is aligned to SoR. Support the implementation of these practices through practice during collaborative planning and coaching.
4. Regularly monitor the fidelity of implementation of the action plan.

File Upload (optional)
