

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? 1
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 18
- How many teachers in your school are beginning Volume 1 of LETRS this year? 3
- How many teachers in your school are beginning Volume 2 of LETRS this year? 1
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? 0
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year? 2

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.

Bethany Elementary School provides a comprehensive, standards-aligned literacy program for all students in PreK–5th grade that integrates oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to support students in understanding and responding to increasingly complex texts. Instruction is aligned with the South Carolina College- and Career-Ready English Language Arts Standards and incorporates explicit, systematic, and differentiated instruction based on student needs.

Oral language opportunities happen each day as students engage in opportunities to develop listening and speaking skills through morning meetings, turn-and-talks, partner discussions, collaborative conversations, sentence stems, oral retelling, and teacher read-alouds of narrative and informational texts. Oral language development is intentionally embedded across content areas and supports students’ understanding of grade-level vocabulary and comprehension.

In PreK and kindergarten students work to develop foundational phonological awareness through explicit instruction and engaging activities involving rhyming, syllable awareness, alliteration, phoneme isolation, blending, and segmenting. In kindergarten through second grade, students receive targeted instruction in phonemic awareness skills that support the development of accurate word reading and spelling. Instruction is differentiated based on assessment data and student performance.

Students receive explicit, systematic phonics instruction to develop knowledge of sound-symbol relationships, decoding, encoding, and automatic word recognition. Instruction incorporates developmentally appropriate foundational literacy practices and resources. In the primary grades, students

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apply phonics skills through word reading, spelling, and connected-text practice. As students progress through the grades, instruction continues to address multisyllabic words, morphology, and advanced word analysis to support accurate and efficient reading.

Fluency instruction is embedded throughout the literacy block and includes teacher modeling, guided oral reading, repeated reading, partner reading, book buddies, and performance-based activities such as reader's theater. Students develop accuracy, automaticity, appropriate rate, and prosody through intentional practice with texts at their instructional level and grade-level texts with appropriate support. Fluency data and teacher observations are used to identify students who need additional practice and targeted instruction.

Vocabulary development is intentionally integrated into reading instruction and content-area learning. Teachers provide explicit instruction in academic vocabulary, contextual word meanings, morphology, and word-learning strategies. Students encounter new words through read-alouds, shared reading, and the Savvas myView Literacy curriculum.

Comprehension is the central purpose of reading instruction and is developed through explicit instruction in understanding, analyzing, and responding to narrative and informational texts. Teachers use interactive read-alouds, shared reading, close reading, guided reading, novel studies, text sets, and the Savvas myView Literacy curriculum to teach comprehension strategies and grade-level ELA standards.

Bethany Elementary uses a combination of universal screening and benchmark assessments, classroom-based assessments, and ongoing progress monitoring to identify student strengths, instructional needs, and growth in literacy. Assessment data is reviewed collaboratively during grade-level planning, PLCs, and intervention meetings to determine appropriate instructional responses. Teachers use assessment results to differentiate instruction, identify students who need additional support, monitor progress, and provide enrichment opportunities. This ongoing cycle of assessment, instruction, and progress monitoring supports student growth and helps ensure that all students are developing the literacy skills necessary to comprehend texts and meet South Carolina grade-level English/Language Arts standards.

Instructional Materials and Resources

- PreK–5th grade: Savvas myView Literacy for reading, vocabulary, comprehension, and standards-aligned instruction.
- PreK–2nd grade: UFLI, Heggerty, and Zoophonics to support foundational literacy and phonological awareness.
- PreK–5th grade: Decodable texts, leveled texts, mentor texts, read-alouds, and text sets.
- PreK–5th grade: Teacher-created resources, small-group instruction, differentiated learning activities, and explicit vocabulary and comprehension routines.
- PreK–5th grade: Grade-level ELA standards, collaborative planning, and data-informed instructional practices.

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Reading Benchmark/Diagnostic Assessments

Kindergarten–5th grade

- KRA (Kindergarten Only-Assessed in Fall)
- Clover School District Reading Benchmarks
- STAR Early Literacy for all kindergarten and first-grade students.
- STAR Reading for students in grades 1–5 who successfully complete the assessment practice questions.
- STAR Early Literacy for students unable to pass the STAR Reading practice questions.

PreK Assessment

- myIGDIS

Classroom and Instructional Assessments

- LETRS Word Reading Survey
- Phonics and spelling assessments
- Fluency and accuracy checks
- Vocabulary and comprehension assessments
- Teacher observations, student work, and progress monitoring

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 Bethany Elementary, word recognition assessment and instruction in PreK–5th grade align with the science of reading, structured literacy, and foundational literacy skills. Teachers provide explicit, systematic instruction in phonological awareness, phoneme-grapheme correspondence, decoding, encoding, and high-frequency words using resources such as UFLI and its structured literacy scope and sequence. Students progressively apply these skills from single-syllable words to multisyllabic words, including instruction in syllable types, morphology, and word analysis.

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Teachers monitor word recognition through classroom observations, weekly spelling assessments of decodable and irregular words, the LETRS Word Reading Survey, and benchmark reading assessments. Assessment data is used to identify student needs, adjust instruction, and provide targeted support. Students are also monitored on their ability to apply foundational word-reading skills in connected text and writing, building the accuracy and automaticity needed for fluent reading and comprehension.

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.

STAR Reading and STAR Early Literacy serve as universal screeners and are administered in the fall, winter, and spring to identify students who may need additional reading support and to target specific areas for growth. Universal screener data, classroom assessments, and reading benchmarks are reviewed through the Multi-Tiered System of Supports (MTSS) to determine appropriate levels of support.

When a student is identified as needing additional support at Tier 2 or Tier 3, the interventionist uses FastBridge reading assessments as diagnostic measures to gather additional information about the student's specific reading skills and determine targeted intervention needs, including word recognition or language comprehension. Diagnostic and progress-monitoring data are used to develop and adjust instruction based on individual student needs.

The MTSS team meets quarterly to review universal screener, diagnostic, and progress-monitoring data, including STAR and FastBridge data, to evaluate student response to intervention. Students may receive increased support, changes in intervention, or further evaluation when progress is limited, while students demonstrating consistent growth may be considered for decreased levels of support.

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.

Bethany Elementary supports families in understanding how they can help students develop as readers and writers through ongoing communication and parent education. Teachers communicate with families through weekly newsletters, flyers, and messages through ROOMS, highlighting current instructional focuses and providing study guides, resources, and explanations of home practice activities.

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Parent conferences provide opportunities for teachers to share student progress, recommend resources, and model strategies families can use to support reading, writing, vocabulary, and language development at home. Parent education events also provide families with opportunities to participate in literacy activities and learn practical strategies for supporting their child's literacy development.

When students require additional support through tiered interventions, teachers communicate with families to discuss the student's needs and the school's plan for support. Following the initial intervention discussion, families receive ongoing progress updates after MTSS team data reviews, allowing parents and teachers to work together to support continued reading and writing growth.

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.

Bethany Elementary monitors reading achievement and growth at both the classroom and school levels through ongoing assessment, collaborative data analysis, and the MTSS process. The MTSS team reviews benchmark and progress-monitoring data, including FastBridge assessments, STAR reports, classroom assessments, reading benchmarks, oral reading performance, and small-group performance. Teachers use this information to plan targeted small-group instruction addressing phonemic awareness, phonics, fluency, vocabulary, comprehension, and language development.

At the school level, district criteria and multiple sources of data are used to identify students who are not demonstrating grade-level proficiency and to determine appropriate levels of support. The MTSS team meets quarterly to review student growth and response to intervention, using available assessment and progress-monitoring data to adjust intervention intensity, instructional strategies, or tier placement as needed. This ongoing cycle of assessment, instruction, progress monitoring, and data-based decision-making ensures that PreK–5th grade students receive targeted support to make progress toward grade-level reading proficiency.

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.

Bethany Elementary provides ongoing professional learning and coaching to support teachers in implementing the science of reading, structured literacy, and foundational literacy practices across PreK–5th grade. Reading coaches facilitate professional learning, literacy learning labs, coaching

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cycles, and collaborative planning opportunities where teachers can learn, practice, and reflect on evidence-based reading instruction aligned to the ELA standards and curriculum.

LETRS training for educators in grades K–3 provides foundational knowledge in the science of reading, while LETRS Early Childhood training extends this learning to support literacy instruction in the early grades. Learning labs and coaching support teachers in implementing explicit instruction in foundational skills, including phonological awareness, phonics, fluency, vocabulary, and comprehension. Book studies, grade-level collaboration, and district-wide professional learning provide additional opportunities for teachers to share best practices, analyze student data, and refine instruction. These ongoing professional learning opportunities build teacher capacity to provide effective, evidence-based literacy instruction for all students.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• Dedicated Literacy Instruction and Differentiation – A protected 90-minute literacy block and WIN time allow for explicit, standards-aligned instruction and targeted support based on student needs. • Data-Driven Decision Making – Multiple assessment sources, including STAR, district benchmarks, FastBridge, and classroom data, are used to identify needs, monitor growth, and adjust instruction. • Established MTSS Process – A collaborative MTSS system provides targeted intervention and ongoing progress monitoring for students who are not demonstrating grade-level reading proficiency. • Commitment to Science of Reading and Structured Literacy – Teachers implement evidence-based foundational skills instruction and receive ongoing professional learning and coaching to strengthen literacy practices. • Strong Collaborative Culture – Grade-level PLCs, coaching cycles, learning labs, and collaborative planning provide ongoing opportunities for teachers to analyze data, share practices, and strengthen literacy instruction.	• Strengthen Tier 1 literacy instruction across PreK–5th grade by increasing the consistent use of the district’s Guaranteed Viable Curriculum (GVC) as a resource for planning, aligning instruction to grade-level standards, identifying essential literacy skills, and supporting high-quality, evidence-based instructional practices. • Strengthen the use of common grade-level assessments by developing and implementing common grade-level literacy assessments to support consistent expectations, collaborative data analysis, and targeted instruction. • Strengthen the consistency with which teachers move from assessment results to specific instructional responses.

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	Strengthen consistent progress monitoring so that intervention decisions are made quickly when students are not responding as expected.
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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> Reduce the percentage of third graders scoring Does Not Meet in the spring of 2025 as determined by SC READY from 1.9% to 1.5% in the spring of 2026.	Bethany Elementary did not meet the 2025–2026 goal of decreasing the percentage of third-grade students scoring Does Not Meet from 1.9% to 1.5%. In spring 2026, four third-grade students scored Does Not Meet, representing 8% of the students assessed. While the goal was not achieved, the school continued to provide targeted literacy instruction, data-informed intervention, and ongoing progress monitoring to support student growth. The spring assessment results indicate a continued need to strengthen Tier 1 literacy instruction, use data to identify and address specific skill gaps, and provide targeted support to students who are at risk of not meeting grade-level expectations.

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<u>Previous Goal #2:</u>	
<u>Previous Goal #3:</u>	

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
<u>Current Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 80 % to 82 % in the spring of 2027.	• Analyze Data: Regularly analyze STAR, district benchmarks, classroom assessments, FastBridge, and student work to identify third-grade students' specific reading strengths and needs. • Target Instruction: Provide differentiated small-group instruction targeting foundational skills, vocabulary, fluency, and comprehension, with an emphasis on applying these skills to grade-level literary and informational texts.

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	• Monitor & Adjust: Use ongoing progress monitoring and PLC/MTSS data reviews to evaluate student growth and adjust instructional strategies, intervention intensity, and student supports. • Coach & Collaborate: The reading coach will support third-grade teachers through collaborative planning, modeling, co-teaching, and coaching cycles focused on evidence-based literacy practices and SC ELA standards.
<u>Current Goal #2:</u>	
<u>Current Goal #3:</u>	