

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? 3
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 11
- How many teachers in your school are beginning Volume 1 of LETRS this year? 2 beginning; 2 completing Volume 1
- How many teachers in your school are beginning Volume 2 of LETRS this year? 3
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? 3 PreK teachers & 0 Aides have completed EC LETRS
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year? 0

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.

Pre-K

Sandy Run PreK students are assessed using MyIGDIs. This assessment accurately measures a child's development in oral language, phonological awareness, alphabet knowledge and comprehension. MyIGDIs allows students to receive the interventions and/or enrichments they need to be ready for kindergarten. The assessment is administered in the fall and again in the spring. Frog Street is the curriculum for Pre-K students. Frog Street lessons include phonological awareness; alphabet knowledge; oral language and vocabulary; comprehension and written expression.

Reading assessments and instruction for all Sandy Run K–5th grade students are intentionally designed to address the six essential components of literacy—oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension—to support students in meeting grade-level ELA standards. Instruction begins with oral language development through structured speaking and listening routines in *Wonders*, which includes discussions, storytelling, and response activities that strengthen academic language and comprehension. In the primary grades, phonological awareness and phonics instruction are explicitly taught and systematically reinforced through *Project Read*, *Wonders*, and targeted intervention programs, such as *UFLI* or *Orton-Gillingham*, which is used by the Tier 3 interventionist. Students engage in lessons that build sound manipulation, decoding, and word recognition skills, with progress monitored using i-Ready, AIMSweb, and the CORE Phonics Survey Diagnostic tool (SoR based). Fluency is developed through repeated reading practice, modeled reading, and fluency-building exercises, with accuracy, rate, and expression assessed through Oral Reading Fluency measures. Vocabulary instruction is explicit and integrated into daily reading lessons, emphasizing

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

high-frequency, academic, and domain-specific words taught both in isolation and within text. Comprehension is cultivated through scaffolded questioning, text-dependent analysis, and strategies such as predicting, summarizing, and making inferences. These components are systematically integrated and assessed within the *Wonders* curriculum, ensuring alignment with the 2023 South Carolina College- and Career-Ready ELA Standards. Through ongoing progress monitoring and tiered instruction, teachers adjust instruction to meet diverse student needs, enabling all learners to develop the foundational and advanced literacy skills necessary for grade-level reading proficiency.

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.

The Frog Street Pre-K curriculum incorporates several practices of literacy instruction into its curriculum. Pre-reading is taught through the morning message routine. Students are encouraged to engage in pre-reading skills by building phonological awareness, print awareness, and alphabet knowledge. Students are also introduced to new vocabulary during the morning message block. Daily read alouds offer the students chances to practice comprehension through discussions. Students are exposed to oral and written language through topics and classroom activities. Early literacy is developed with these topics and by building on prior knowledge and language experiences.

Word recognition assessment and instruction for K–5th grade students are closely aligned with the science of reading, structured literacy, and foundational literacy skills to ensure all students develop strong decoding and reading fluency. Instruction is explicit, systematic, and cumulative, grounded in the Simple View of Reading, which integrates word recognition and language comprehension to support fluent and meaningful reading. Foundational skills instruction includes targeted work in phonological awareness, where students practice rhyming, blending, and segmenting sounds; phonics, with direct instruction in letter-sound correspondences and spelling patterns assessed through the CORE Phonics Survey; and fluency, developed through repeated reading of decodable and leveled texts and monitored using AIMSWeb oral reading fluency measures. High-frequency and irregular word instruction is embedded within daily lessons to build automaticity and reading confidence, with progress tracked through i-Ready and classroom assessments. Diagnostic data from i-Ready, AIMSWeb, and the CORE Phonics Survey inform small-group instruction and guide targeted interventions, with emphasis on the phonics diagnostic survey to organize small phonics skill groups. *UFLI & Wonders* is used to support small group instruction to address specific decoding needs. Through this data-driven, research-based approach, the school ensures that every student receives structured, evidence-aligned instruction in word recognition to build the foundation for successful reading development.

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.

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

Sandy Run K-8 utilizes the i-Ready and AIMSweb universal screener assessments to identify specific areas of need and determine targeted intervention pathways in word recognition or language comprehension for K–5th grade students who have not yet demonstrated grade-level reading proficiency. The i-Ready screener, administered three times per year, provides a broad overview of student performance in foundational literacy domains and helps identify whether difficulties stem from decoding and fluency or from vocabulary and comprehension. Students flagged through screening receive further evaluation using AIMSweb and the CORE Phonics Survey to pinpoint phonics gaps and other specific skill deficits. Based on this data, students are placed in targeted intervention pathways: the Word Recognition Track, which focuses on phonological awareness, phonics, decoding, and fluency using programs such as *UFLI*, or *Orton-Gillingham* for Tier 3 students, or the Language Comprehension Track, which emphasizes vocabulary, background knowledge, and comprehension strategies supported by resources such as the *Wonders* Small Group instruction and/ or the Tier 2 Intervention Guide from *Wonders*. In addition, the i-Ready Personalized Instructional Pathways provide individualized practice aligned to each student’s areas of need. Progress is continuously monitored through ongoing assessments, allowing teachers to adjust instruction and ensure that each student receives data-driven, evidence-based support designed to accelerate reading growth and close skill gaps.

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.

Sandy Run K-8 provides multiple opportunities for parents to learn how to support their child’s growth as a reader and writer at home through quarterly parent-teacher conferences and literacy workshops/ family engagement nights. Teachers also communicate with families through weekly newsletters, Class Dojo messages, and email to keep parents informed of what is taking place in the classroom. Parents can check grades through the PowerSchool Portal and view classwork from daily take-home folders. During conferences, teachers share individualized feedback on student progress in reading and writing and offer specific, research-based strategies families can use to reinforce literacy skills at home. Parent workshops further strengthen this partnership by focusing on topics such as phonics practice, reading fluency, comprehension strategies, and writing development. These sessions equip families with practical tools and resources aligned with classroom instruction, ensuring consistency between school and home. In addition, Sandy Run organizes reading challenges and incentive programs to motivate students, engage families to read at home, and foster a love of literacy. Through this system of communication and support, parents are empowered to play an active role in their child’s literacy development and overall academic success.

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.

Sandy Run K-8 monitors reading achievement and growth for PreK–5th grade students through a comprehensive, data-driven system that guides instructional decisions and interventions to ensure grade-level proficiency. Teachers use daily formative assessments, classroom observations, and

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

progress monitoring tools such as i-Ready and AIMSWeb to track individual student growth and adjust instruction as needed. Universal screening with i-Ready occurs three times per year to identify students performing below benchmark, while diagnostic assessments, including AIMSWeb and the CORE Phonics Survey, provide deeper insight into specific literacy needs. Regular data meetings among the MTSS Team of teachers, administrators, and the interventionist ensure that results are reviewed collaboratively to identify trends, determine appropriate tiers of support, and evaluate the effectiveness of interventions. iReady data walls for K-5 are also displayed throughout the school for teachers to have data chats with their students about reading progress to make the data their own. Students receive differentiated instruction through a multi-tiered system of support, with Tier 1 addressing core instruction, Tier 2 providing targeted small-group interventions, and Tier 3 offering intensive, individualized support. Progress is continually monitored, and instructional plans are adjusted based on student data, ensuring all students receive the appropriate level of support to achieve reading success.

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.

Sandy Run K-8 provides ongoing professional development grounded in the science of reading, structured literacy, and foundational literacy skills to support all PreK–5th grade students. Teachers participate in LETRS and *Project Read* training to strengthen their understanding of how students learn to read and to deliver explicit, systematic instruction in phonological awareness, phonics, decoding, and comprehension. In addition, teachers receive training in the *Wonders* curriculum, ensuring alignment with grade-level standards and integration of vocabulary, fluency, and comprehension instruction. Through weekly collaborative planning sessions with the reading coach, teachers analyze data, plan instruction, and refine literacy practices, ensuring all students receive high-quality, evidence-based reading instruction.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• The school has a knowledgeable and trained interventionist to provide targeted Tier 3 instruction, ensuring students receive individualized support aligned with their specific literacy needs. • Each grade level has acquired HQIM grounded in the science of reading, promoting consistent, evidence-based instructional practices across classrooms.	• Continue to strengthen Tier 2 instruction by implementing more targeted and effective interventions for students requiring additional reading support. This can be done by supporting teachers with progress monitoring and Tier 2 intervention resources.

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

- Teachers continually participate in a wide range of professional developments and collaborative learning communities focused on the science of reading and structured literacy, enhancing their capacity to deliver effective, research-based reading instruction. - Our Tier 1 phonics instruction is strong and this is evident through our iReady test scores. - Teachers effectively use iReady, AimsWeb, and the CORE Phonics Survey to identify student needs early.	- Continue to improve integrity of Tier 1 curriculum implementation through ongoing coaching, team planning, professional learning, and progress monitoring to ensure consistency and effectiveness across classrooms. - Continue to strengthen writing instruction through the implementation of our Project Read writing program, continuous professional development, and quarterly Writing Days across campus where teachers practice TDW with their students.
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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> Increase the percentage of third graders scoring Meets and Exceeds in 2024-2025 as determined by SC READY from 51.8% to 60 % in the spring of 2025-2026.	This goal was not met. The percentage of third grade students who scored Meets and Exceeds on the Spring 2026 SC Ready was 53.7%. This did show a 1.9% increase, but this goal will have to be continuously pursued while teachers provide targeted MTSS support to third graders.
<u>Previous Goal #2:</u> By the end of the 2025–2026 school year, ELA teachers, including newly assigned teachers at each grade level, will demonstrate at least 95% fidelity in Tier 1 curriculum implementation, as measured through lesson plans, quarterly fidelity checks, and classroom walkthroughs. The focus will be on building consistency and confidence with the	ELA teachers have successfully met this goal. Lesson plan reviews, quarterly curriculum checks, and walkthrough data consistently reflected strong alignment with Tier 1 curriculum expectations. Across grade levels, instructional practices demonstrated a high level of

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

curriculum, instructional routines, and assessment alignment. The goal is to strengthen Tier 1 instruction to support continued growth and achievement on i-Ready assessments, with an emphasis on meeting typical growth and increasing the percentage of students reaching stretch growth.	consistency in pacing, use of core materials, and adherence to instructional routines. As a result of this collective commitment, students showed notable growth on the Spring 2026 i-Ready assessment, with the school reaching 91% progress toward annual typical growth targets and a significant percentage achieving stretch growth. Teachers have demonstrated increased confidence in delivering Tier 1 instruction and are effectively using data to adjust instruction and support student needs. Continued focus will remain on sustaining integrity to the curriculum while deepening instructional differentiation to further advance student achievement.
<u>Previous Goal #3:</u> By the end of the 2025-2026 academic year, students receiving Tier 3 interventions through the interventionist will demonstrate measurable progress, with at least 80% of these students achieving their Annual Growth goal on the i-Ready Reading Spring assessment. This goal reflects the collaborative efforts of the interventionists and classroom teachers, supported through ongoing professional development and the use of targeted intervention resources.	This goal was met, with at least 80% of students receiving Tier 3 interventions through the interventionist achieving their Annual Growth goal on the i-Ready Reading Spring assessment. This progress reflects the collaborative efforts of interventionists and classroom teachers, supported by ongoing professional development, targeted intervention resources, and data-informed instructional practices.

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.

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

- 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 Spring 2026 as determined by SC READY from 53.7 % to 58.7 % in the spring of 2027, representing a 5% increase.	To increase the percentage of third graders scoring Meets and Exceeds on the Spring 2027 SC READY ELA assessment from 53.7 % to 58.7%, teachers will focus on strengthening Tier 1 instruction through consistent implementation of the Wonders curriculum with integrity. Team instructional planning with the reading coach will emphasize higher-level comprehension skills, text-based writing, and vocabulary development to support students in moving from approaching proficiency to meeting or exceeding expectations. Teachers will engage in regular Achievement Team meetings to analyze formative and benchmark data, identify students on the cusp of proficiency, and plan targeted instructional strategies and enrichment opportunities. The reading coach will provide ongoing support through classroom observations, modeling, and coaching cycles to ensure lessons incorporate evidence-based reading and writing practices. Additionally, small-group instruction will be differentiated to challenge proficient readers and reinforce critical thinking and inferencing skills. Progress will be monitored through i-Ready diagnostics, SCREADY-aligned practice tasks, and classroom assessments, with instructional adjustments made as needed. Family engagement initiatives, such as literacy nights and at-home reading challenges, will further support student growth and reinforce learning beyond the classroom.

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

<u>Current Goal #2:</u> By the end of the 2026–2027 academic year, the percentage of K-5 students scoring below grade level in the Vocabulary domain on the i-Ready will decrease from 32.5% to 25% on the Spring 2027 i-Ready Inform assessment, supporting schoolwide efforts to improve reading comprehension.	Implement a schoolwide Vocabulary Word of the Week to provide consistent opportunities for students to learn, discuss, and apply academic vocabulary across content areas. Provide professional development on research-based vocabulary strategies, including explicit instruction, morphology, context clues, and meaningful student application. Conduct quarterly data reviews with teachers and MTSS team members to analyze i-Ready Vocabulary data and student work, identify areas of need, and adjust instruction and interventions to support continued vocabulary growth and reading comprehension.
<u>Current Goal #3:</u> By the end of the 2026–2027 academic year, 100% of students in Tiers 2 and 3 will have progress monitoring goals that are aligned with the specific reading intervention being provided, as evidenced by a review of IRPs, progress monitoring tools, and student data. This goal will ensure our MTSS program is functioning appropriately.	The Reading Coach will collaborate with classroom teachers and MTSS team members through quarterly meetings to review Tier 2 and Tier 3 IRPs, ensure progress monitoring goals align with the interventions being provided, and make adjustments as needed. Evidence and data sources will include the IRPs (intervention plans), progress monitoring graphs, student assessment data, MTSS documentation, meeting agendas and/or minutes, and student data folders. A final end-of-year check off will be conducted to measure the percentage of students whose progress monitoring goals align with their specific reading interventions, with a target of 100% alignment.