



South Carolina Department of Education
Read to Succeed **WILLIAMSBURG COUNTY DISTRICT** Reading Plan
2026-2027

Directions: Please provide a narrative response for sections A-I.

Section A: Describe how reading assessment and instruction for all students in the district 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.

WCSD provides comprehensive K–8 literacy instruction aligned to South Carolina ELA standards. In 4K, myIGDIs screening is administered in fall, winter, and spring to identify early oral language and literacy needs. Kindergarten teachers use the Kindergarten Readiness Assessment (KRA) to understand school-entry readiness. The World of Wonders Pre-K curriculum Supports the Science of Reading by proactively building the foundational pathways of Scarborough’s Reading Rope long before formal reading begins. In grades K–5, HMH Into Reading supports whole-group, small-group, and differentiated instruction in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Decodable texts, phoneme manipulation, word recognition, orthographic mapping, and repeated reading provide systematic practice. American Book Company ELA resources supplement instruction in grades 1–5. In grades 6–8, McGraw Hill’s StudySync is the adopted textbook, and teachers use grade-level literary and informational texts, American Book Company resources, weekly standards-based reading selections, text annotation, context clues, morphology (including Greek and Latin roots), comprehension discussions, and evidence-based written responses. Across grades, teachers explicitly teach main idea, inference, text structure, point of view, author’s purpose, and vocabulary in context. Grammar, conventions, and writing are integrated routinely, with focused district grammar and mock-writing cycles. Formative checks, module assessments, diagnostic data, and SC READY results guide reteaching, enrichment, and intervention.

Section B: Document how reading instruction and assessment for all students in the district are further aligned to the science of reading, structured literacy and foundational literacy skills.

WCSD aligns foundational instruction with the science of reading and structured literacy through explicit, systematic, cumulative instruction and frequent checks for understanding. K–3 educators, reading coaches, and administrators participate in LETRS training; the 2025–2026 plan documented two completed Elementary LETRS cohorts, one Early Childhood cohort, one certified LETRS facilitator, and additional elementary and middle-school special education enrollment. The 4K World of Wonders curriculum implements systematic, auditory-first training. Children learn to notice, isolate, and manipulate oral language sounds through play, movement, and rhythm before connecting them to print. Activities target syllable clapping, alliteration, rhyme identification, and early phoneme isolation. Because it shares pedagogical roots with the K–5 HMH Into Reading series, the *World of Wonders* Pre-K framework serves as a deliberate pipeline. It ensures that early learners entering kindergarten possess the phonetic and linguistic scaffolding required to excel in highly structured decoding blocks.

Teachers apply phonemic awareness, decoding, spelling, fluency, vocabulary, oral language, and comprehension practices within HMH Into Reading and targeted small groups. i-Ready, Amira, Lexia Core5 (particularly targeted intervention), and teacher-created assessments supplement instruction based on identified need. Grades 3–8 emphasize increasingly complex grade-level texts, explicit vocabulary and morphology, comprehension, text-based discussion, writing, and grammatical accuracy. PLCs and classroom walkthroughs support fidelity of implementation; teachers adjust grouping and scaffolds without removing grade-level expectations. The district will continue reviewing High Quality Instructional Materials (HQIM) and student work to ensure that instructional practice is evidence-aligned and accessible to multilingual learners and students with disabilities.



South Carolina Department of Education
Read to Succeed **WILLIAMSBURG COUNTY DISTRICT** Reading Plan
2026-2027

Section C: Document how the district uses universal and interim assessment data, in conjunction with diagnostic assessment data to assist schools in determining pathways of intervention for students who have failed to demonstrate grade-level reading proficiency.

The district triangulates myIGDIs (4K), KRA (kindergarten), i-Ready universal and diagnostic results, Mastery Connect standards-aligned assessments, HMH module assessments, classroom formative assessments, SC READY results, and additional skill diagnostics. Teams analyze both overall proficiency and domain-level needs, including phonemic awareness, decoding, fluency, vocabulary, and comprehension. Students not demonstrating grade-level proficiency receive targeted Tier 1 differentiation and, as warranted, scheduled Tier 2 or Tier 3 instruction through the MTSS process. Reading coaches, interventionists, classroom teachers, special educators, administrators, and district MTSS personnel collaborate to select evidence-based interventions, document frequency and intensity, and monitor response. Small groups and personalized practice are adjusted using repeated progress-monitoring evidence. Students meeting benchmarks receive enrichment and more challenging reading and writing opportunities. Special education accommodations and individualized instructional needs are considered in intervention planning.

Section D: Describe the system in place to help all parents throughout the district understand how they can support the student as a reader at home.

WCSD engages families through Title I parent facilitators, Parent and Family Resource Centers, annual Title I meetings, family literacy nights, school and district communications, report cards, PowerSchool Parent Portal, and family-friendly standards information. Reading coaches hold third-grade Read to Succeed parent meetings explaining assessment expectations and available support. Schools share practical home routines: reading aloud and discussing texts, practicing sound-letter relationships and decoding when appropriate, building vocabulary through conversation, reading independently, and asking children to support answers with evidence. Teachers communicate diagnostic and progress-monitoring results in accessible language and provide specific home activities matched to individual needs. Partnerships with county libraries, Black River United Way, churches, civic organizations, and community partners expand access to books, literacy activities, and family support. The district will encourage two-way family feedback and monitor participation to reach families with transportation, scheduling, or connectivity barriers. Under South Carolina's Read to Succeed Act, parent communication is strictly structured, especially if a student falls significantly behind.

Mandatory Third-Grade Notifications: If a third-grade student is struggling significantly and might be at risk for mandatory retention under state law, the district must notify the parent in writing by the end of the second grading period.

Section E: Document how the district provides for progress monitoring of reading achievement and growth at the district level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.

WCSD uses **KRA** (Kindergarten Readiness Assessment), myIGDIs, **i-Ready**, and **Lexia Core 5** screening data to spot struggling readers and identify students at risk. For students receiving Tier II or Tier III urgent intervention, daily instruction focuses on specific reading deficiencies backed by **weekly or bi-weekly screenings** to monitor progress and adjust plans. Teachers utilize **i-Ready quarterly assessments**, **i-Ready Growth Monitoring** tools, **District Common Assessments**, and **HMH Module Assessments** to track domain-specific reading growth and individual student pathways.

The MTSS framework moves from general class instructions to intensive individual aid, with parent communications escalating at each step.

Tier I (Core Instruction): Every student receives this baseline classroom instruction. It involves **90 to 120 minutes of daily, research-aligned reading instruction** grounded in the Science of Reading. Universal screeners (*i-Ready*) are administered three times a year to check all students.



South Carolina Department of Education
Read to Succeed **WILLIAMSBURG COUNTY DISTRICT** Reading Plan
2026-2027

Tier II (Targeted Small-Group Support): Students identified with minor reading gaps receive an added **30 minutes of explicit instruction, 3 to 5 days a week**. These small groups (3 to 6 students) focus heavily on foundational skills like phonics or comprehension. Progress is checked weekly or bi-weekly.

Tier III (Intensive Individualized Intervention): For students showing severe reading gaps or minimal progress in Tier II, the district provides a daily, highly focused **30 minute block**. This instruction takes place in micro-groups (1 to 3 students). Progress tracking happens multiple times a week to guide the school's MTSS team

District and school leaders review i-Ready diagnostic and growth monitoring data, HMH module assessments, classroom formative evidence, intervention records, and annual SC READY results. Weekly PLC discussions and regular MTSS meetings identify students who need reteaching, additional diagnostic assessment, more intensive intervention, or enrichment. Reading coaches and district instructional personnel conduct classroom walkthroughs, review pacing and student work, and provide feedback on instructional effectiveness. Intervention teams document baseline performance, instructional targets, progress-monitoring frequency, student response, and decisions to continue, intensify, or adjust support. District quarterly reviews examine results by grade, school, skill domain, and student group, including students with disabilities, to identify opportunity gaps and direct professional development and resources. The 2025–2026 plan reported that 53% of K–8 scholars met their i-Ready projected growth goal in spring 2025; with 52% meeting their projected growth goal in Spring 2026.

Section F: Explain how the district will provide teacher training based in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students.

WCSD will provide ongoing professional learning in the science of reading, structured literacy, foundational literacy, comprehension, vocabulary, grammar, writing, and standards-aligned assessment. LETRS coursework, coaching, and implementation monitoring will continue for applicable teachers, administrators, and special education staff. Reading coaches, district instructional coaches, and the district literacy coach will model instruction, co-plan, support intervention design, and analyze student work. Weekly PLCs, monthly coaches' meetings, classroom visits, and targeted workshops will address HMH Into Reading fidelity, grade-level rigor, explicit decoding and fluency instruction, text annotation, morphology, comprehension questioning, writing to sources, and grammar. K–5 training will prioritize foundational literacy and the science of reading; grades 6–8 training will emphasize complex texts, vocabulary, evidence-based responses, and targeted intervention for older struggling readers. Afternoon and Saturday literacy, grammar, and writing sessions may supplement embedded learning. Leaders will monitor participation, implementation evidence, and student outcomes to evaluate effectiveness. Reading Coaches receive intensive support from SCDE Literacy Coaches and monthly newsletter updates. Our trained LETRS Facilitator provides professional development and support for our new teachers and refreshers for returning teachers.



South Carolina Department of Education
Read to Succeed **WILLIAMSBURG COUNTY DISTRICT** Reading Plan
2026-2027

Section G: Analysis of Data

Strengths	Possibilities for Growth
• Districtwide ELA proficiency improved from 41.6% (2024) to 46.7% (2025), based on previously shared district data. • Third-grade Does Not Meet fell from 41.0% (2024) to 25.6% (2025); third-grade Meets/Exceeds rose from 37.6% to 38.4%. • LETRS cohorts, a certified facilitator, and reading-coach support strengthen science-of-reading capacity. • MTSS frameworks, i-Ready diagnostics, HMH, and school-based coaching provide multiple sources of evidence. • Family literacy programming and community partnerships support engagement. • District initiatives emphasize annotation, vocabulary, writing, grammar, and standards-aligned instruction.	• While we saw improvement across schools within the district, a gap remains compared to the broader state average. Across South Carolina, overall student ELA proficiency climbed from 59.6% in 2025 to 61.3% in 2026. WCSD's district-wide grades 3–8 ELA proficiency (~42.3%) still trails the South Carolina state average (61.3%) by 19 percentage points. • Strengthen Tier 2 intervention scheduling, instructional intensity, and progress monitoring. • Improve fidelity of HMH for grades K-5 and evidence-aligned structured literacy practice; provide modeling and pacing support. • Improve fidelity of McGraw-Hill/StudySync for grades 6-8 and evidence-aligned structured literacy practice; provide modeling and pacing support • Accelerate older struggling readers through targeted decoding, fluency, vocabulary, and comprehension. • Strengthen consistent grammar, evidence-based writing, and response-to-text instruction across grades.

Questions for District-level Survey:

1. Please provide the total number of **first** graders from the 2025-26 school year who were projected to score Does Not Meet/Approaching on SC Ready ELA by third grade: 64
2. Please provide the total number of **second** graders from the 2025-26 school year who were projected to score Does Not Meet/Approaching on SC Ready ELA by third grade: 65

Note: This number is also submitted for the annual state report card; our recommendation is to pull your district's information for the report card for this section, so all data aligns.

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

Please provide your previous **district goals** from last school year and the progress your district has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s). As a reminder, all districts serving third grade were required to use Goal #1 (below).



South Carolina Department of Education
Read to Succeed **WILLIAMSBURG COUNTY DISTRICT** Reading Plan
2026-2027

Goals	Progress
Previous Goal #1: Increase third-grade SC READY ELA Meets/Exceeds from 38.4% (spring 2025) to 43.4% (spring 2026).	We exceeded our goal: • 2025 Proficiency: 38.4% of students met or exceeded expectations. • 2026 Proficiency: 45.4% of students met or exceeded expectations. • Net Growth: A +7.0% increase in proficiency year-over-year.
Previous Goal #2: Increase K–8 scholars meeting i-Ready projected growth from 53% (spring 2025) to 59% (spring 2026).	• Spring 2025 Performance: 53% of students met their growth targets. • Spring 2026 Performance: 52% of students met their growth targets. • Net Change: A minor -1.0% dip
Previous Goal #3: Increase LETRS participants scoring at least 80% on module assessments from 85% to 95% by May 2026.	Unit 1: Average Mastery 94% Unit 2: Average Mastery 95%



South Carolina Department of Education
Read to Succeed **WILLIAMSBURG COUNTY DISTRICT** Reading Plan
2026-2027

Section I: Current SMART Goals and Action Steps Based on Analysis of Data

All districts 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.*** Districts 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.**

While the third grade reading proficiency goal is required for schools serving third grade, districts/schools are strongly encouraged to establish additional goals that address literacy achievement and growth in other grade levels. Early literacy and grade-level proficiency goals across grade levels can help districts/schools build a comprehensive approach to ensuring all students become proficient readers.

Districts are strongly encouraged to incorporate goals from the district strategic 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
Current Goal #1 (Required third-grade goal): Increase third-grade SC READY ELA Meets/Exceeds from 42.7 Spring 2026 to 47.5% spring 2027 + 5 percentage points] by supporting the state vision of 75% at or above grade level by 2030.	• Review 2026 third-grade SC READY results by reporting category and subgroup. • Conduct monthly reading-coach meetings and weekly K–3 PLCs. • Implement explicit phonics, fluency, vocabulary, and comprehension instruction; use HMH and diagnostic-based small groups. • Monitor i-Ready, HMH, and MTSS evidence at least quarterly. • Provide LETRS-aligned coaching, classroom modeling, and third-grade family literacy outreach. Progress monitoring every 2 weeks for Tier 3 scholars • Review progress monthly and adjust interventions based on progress monitoring data.
Current Goal #2: Increase the percentage of K–8 scholars meeting i-Ready projected reading growth by 6 percentage points from spring 2026 baseline 52% to 58% spring 2027.	• Review fall, winter, and spring i-Ready diagnostic data. • Provide targeted Tier 2 and Tier 3 reading interventions and monitor fidelity. • Use explicit vocabulary, morphology, annotation, and comprehension instruction in grades 3–8. • Implement weekly standards-based passages and text-evidence tasks in grades 6–8.



South Carolina Department of Education
Read to Succeed **WILLIAMSBURG COUNTY DISTRICT** Reading Plan
2026-2027

	• Use coaching, PLCs, and student-work reviews to adjust instruction and monitor subgroup growth. Quarterly benchmark data reviews by school
Current Goal #3: By spring 2027, increase grades 3–8 SC READY ELA Meets/Exceeds by at least 5 percentage points for 2026 district baseline 47.5% to 52.5%.	• Align K–8 scope and sequence, American Book Company supplements, and common assessments to SC ELA standards. • Implement recurring grammar and writing instruction, including district mock-writing cycles. • Teach text annotation, main idea, inference, point of view, text structure, and evidence-based responses. • Review benchmark and classroom assessment results quarterly and reteach priority standards. • Provide ongoing K–5 science-of-reading and grades 6–8 comprehension/writing professional development. • Review 2027 results and refine the next district reading plan.