

2025-26 RCES- Reading Plan

Section A: Five Pillars of Reading Instruction

Instruction:

RCES has adopted HMH Into Reading curriculum which was vetted by the SDE to provide detailed lesson plans and pacing guides to support the five pillars of reading instruction. To properly inform tier one instruction, the teachers work in grade level teams to decide on an indicator-level focus for instruction using the HMH resources.

In addition to HMH, teachers use Amira and iReady *my path* to individualize instruction across the pillars. In grades K-2, teachers use the HMH Structured Literacy lessons in conjunction with UFLI Foundations to ensure the most effective teaching and learning of grade level oral language, phonics, and phonological awareness standards. Pre-K and 5K teachers supplement their phonological awareness instruction with Heggerty throughout the day. In grades 3-5, teachers use LETRS spelling inventory and UFLI to address tier one concerns with phonics and phonological awareness.

Assessments:

RCES uses various assessments to inform instruction for grade level ELA standards. Our pre-K teachers administer the myIGDIs to assess the areas of need of their students. K-5 students take iReady Diagnostic and Amira which detail areas of weakness and strength across the pillars. Grades 1-5 teachers administer the LETRS Spelling Inventory and analyze results to plan whole group instruction. Teachers in grades K-3 administer DRA (Developmental Reading Assessment) to assess students' reading behaviors and strategy use which measures vocabulary, fluency and comprehension.

Section B: Foundational Literacy Skills

RCES uses several research-based assessments and programs for Pre-K-5th grade students. These assessments and programs are aligned to the science of reading. Through the use of assessment tools (iReady, LETRS Spelling Inventory, and Amira), K-5 teachers are able to identify whole group and small group needs in the areas of phonics, sight word recognition, and spelling. For students showing the deficiencies in word recognition, teachers use UFLI to supplement their HMH curriculum in small groups.

K-2 teachers either use HMH Structured Literacy or UFLI for whole group instruction. After consulting with the SC state standards, teachers follow the scripted phonemic awareness and phonic lessons each day for tier one instruction.

Students who are performing in the tier 2 and 3 ranges on iReady and Amira are given additional testing to narrow the focus to the skill deficits. These additional tests are the PAST (Phonological Awareness Screening Test), CORE phonics, and/or UFLI Placement Test. Teachers plan small group instruction based on the results of these additional assessments.

Classroom word study assessments have shifted in the past two years. Students no longer study a list of spelling words to write on Friday. Teachers instruct students during the week on a tier one phonics pattern and then students must apply the use of the pattern with unknown words on Friday. This allows us to assess the transfer of the skill to new words.

Pre-K teachers administer the myIGDIs assessment to measure foundational reading skills to include developing word recognition skills.

Section C: Intervention

RCES uses universal screening data and diagnostic assessment data to determine targeted pathways of intervention. Three times a year, our school administers iReady to all students (K-5) and the LETRS Spelling Inventory to first-fifth grade students. K-4 students take Amira, and K-3 students are administered the DRA. After each testing administration, the grade level teams along with the administration and literacy coach work to identify students who are performing in the bottom 16th percentile (tier 3). These students are then further tested with UFLI Placement test, IAI (Indicator Aligned Inventory) and/or CORE phonics assessment to first verify the accuracy of the screener data, but to also begin a plan of instruction based on the areas of phonological awareness and phonics. If the student is in grades 1-3, an interventionist pulls the students in small groups to intervene in the areas of concern. The literacy coach notifies the parents of students receiving intervention and invites them to come in for a conference.

For students scoring in the 17th-40th percentile on multiple assessments, teachers administer one or all of the above assessments to inform tier 2 groups and instruction. Teachers will also consult diagnostic reports in iReady to identify areas of additional support and use the iReady resources related to those areas. After meeting with the data team to share and problem solve, teachers begin instruction based on the targeted

areas of weakness. The literacy coach supports the needs of teachers and students as needed.

All formal testing data is compared to the classroom grades to ensure alignment.

Section D: Supporting Literacy at Home

RCES has frequent communication with parents to help them understand how they can support their readers and writers at home. After all assessments, the school sends home reports of their student's progress with an explanation of areas of strength and weakness. The iReady report specifically outlines recommendations for how to help at home.

Our principal shares our reading plan and literacy goals with our School Improvement Council and Parent/Teacher Organization. These groups work to support these initiatives where appropriate.

Teachers send home weekly newsletters highlighting various ways to support their students with reading and writing development. The literacy coach puts a monthly tip in the school parent newsletter as well. In grades K-2, sight words and decodables are sent home for nightly practice.

RCES hosts Title One parent/teacher nights several times a year. Each time, the school provides resources and tips to parents to help with things like sight words and phonics.

The literacy coach communicates with parents of the students receiving tier 3 intervention to offer support and share the many strategies we are using at school to foster reading and writing at school.

Section E: Progress Monitoring

RCES provides for progress monitoring of reading achievement and growth at the school level. The school data team meets quarterly to discuss various forms of data. Classroom grades based on indicator-aligned assessments, DRA, iReady, Amira, and SCReady are all forms of data the team explores to make decisions about students who will be served in intervention. Once students are identified with a need, additional testing is administered to drill down to the gaps in learning. (See above in *Intervention*)

For tier 3, students are progressed-monitored every 2 weeks using various instruments depending on the areas of weakness. Our goal is to monitor Tier 2 students every 4-6 weeks depending on the areas of weakness. DRA progress monitoring tool is used to measure progress in comprehension and fluency. Timed sight word lists are used to measure progress with identifying sight words. Heggerty assessments and PAST are used specifically with students with phonological awareness deficits. Decodables and phonics words lists are used to measure progress in the areas of phonics instruction.

In November, after mid-semester testing is done, all students are re-evaluated based on documented strengths and weaknesses. Students in tier 3 intervention, who are not showing improvement, are frequently referred to the SIT team. Students showing marked progress are dismissed from intervention groups. New students may or may not be identified and picked up for intervention services. This same process is repeated in March.

Section F: Teacher Training

RCES has 17 out of 23 teachers in Pre-K through 3rd grade who have completed both volumes of LETRS training. Four teachers are in their volume 2 LETRS training and two are beginning their LETRS training this year. All of our special education teachers and speech therapists have also been trained. In grades 4 and 5, all of our ELA teachers are beginning their LETRS training this year.

All K-3 teachers have also been trained to use UFLI foundations as a tool for isolating and improving foundational literacy skills either in whole group or small group.

In collaboration with the principal, the literacy coach supports individual or grade level areas of need as they arise. She meets weekly with grade level teams to discuss new ideas and extend previous learning. Professional development, training, and coaching are provided as the needs occur. We have also reached out to the Office of Instructional Supports at the SDE to help with various training sessions. Weekly teachers' meetings provide opportunities for professional development through PLCs.

Section G: School Analysis of Data

Strengths:

Because of training in the science of reading, RCES teachers have a heightened awareness of the importance of explicit direct instruction with phonological awareness and phonics. Because of that intentionality, we are seeing improvement in our dyslexia screener results. Our 2024 dyslexia screener results identified 28 total students scoring “at risk.” At the end of 2025, only 14 students in grades K-2 were identified at potential “at risk” for dyslexia.

Every test-taking grade level (3-6), increased the percentage of students scoring “meets and exceeds” from 2024-2025. Third grade increased from 40.3% to 65.2%. Fourth grade increased from 42.4% to 55.7%. Fifth grade students increased from 40.5% to 50.6%, and sixth grade students increased from 46.7% to 53.6%.

Our process for identifying students needing intervention is streamlined and strong. We have a full-time highly qualified interventionist who serves our tier 3 students in grades 1-3. We also have a volunteer reading interventionist who serves the bulk of grade 1. An interventionist also meets with the fourth graders promoted on a GCE for 90 minutes a week. The data teams meet regularly to discuss and reflect on students’ progress or lack thereof and make decisions based on that information.

Possibilities for Growth:

Encoding and writing in general is an area we need to spend some time. After Volume 2 LETRS training, we reflected as a faculty that our handwriting demands were not aligned and structured enough to produce confident writers. Too many young writers are still focused on letter formation and do not have automaticity. They are not able to concentrate on getting their ideas down. To support this growth, our school’s occupational therapist is consulting with 5K and 1st grade teachers weekly on proper handwriting and a common vocabulary across the grades to create handwriting fluency. She is also pushing into these classrooms to teach handwriting lessons.

This year, we want to intentionally focus on tier 2 instruction in the classroom. While we are confident in our protocols for tier 3 instruction, we are still inconsistent in our policies, procedures and protocols for tier 2 instruction. We have recognized as a data team that we have not supported the needs of tier 2 as we should have, and we are working to rectify that with UFLI training and time for specific data analysis and conversation. RCES has a plan in place to track data and meet regularly with grade

level teams as well as teachers individually to create and revise tier 2 instructional plans.

RCES LETRS/Completed Volume 1 Only: 6

RCES LETRS/Completed Volume 1 and 2: 31

RCES LETRS/Beginning Volume 1: 7

RCES LETRS/Beginning Volume 2: 5

CERDEP PreK teachers completed EC LETRS: 3

CERDEP PreK teachers beginning EC LETRS: 1

Section H: 2024-25 School SMART Goals and Progress Toward those Goals:

24-25 goal #1: Third grade goal: Reduce the percentage of third graders scoring at the DNM level in the spring of 2024 as determined by SCReady from 27.3% to 22.3% in the spring of 2025.

Goal #1 Progress: RCES met this goal. In third grade, only 6.7% of third grade students scored DNM.

24-25 Goal #2: By spring of 2025, RCES will increase the percentage of 4th through 6th grade students scoring “meets and exceeds” on the ELA portion of SCReady by 3% (43.2% to 46.2%).

Goal #2 progress: RCES met this goal. In grades 4-6, the students scoring “meets and exceeds” on the ELA portion of SCReady was 53.3%.

24-25 goal #3: By the spring of 2025, the percentage of K-2 students scoring “high average” or “average” on MAP will increase from 24.6% to 27.3 percent.

Goal #3 progress: RCES met this goal. The percentage of K-2 students scoring “high average” or “average” on MAP increased to 33%.

Section I: 2025-26 School SMART Goals and Action Steps Based on Analysis of Data

Goal #1: Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 65.2 % to 65% in the spring of 2026.

Goal #1 Action Steps:

- 1) Continue to use all the data to provide intentional and appropriate tier 1, tier 2, and tier 3 instruction. This data will be analyzed in data meetings and in grade level meetings.
- 2) Continue to revise and refine indicator level assessments and measure mastery of the standards.
- 3) Continue to work to apply the foundations and practices of science of reading to close gaps in phonics, comprehension and fluency.

Goal #2: By the spring of 2026, RCES will increase the percentage of 4th-6th grade students scoring “meets and exceeds” on the ELA portion of SCReady by 3% (53.3% to 56.3%).

Goal #2 Action Steps:

- 1) Continue to use all the data to provide intentional and appropriate tier 1 instruction. This data will be analyzed in data meetings and in grade level meetings.
- 2) Continue to revise and refine indicator level assessments and measure mastery of the standards.
- 3) Focus on scheduling intentional feedback on weekly/monthly assessments with students.

Goal #3: By the spring of 2026, the percentage of K-2 students scoring “On grade level” and above (green) on the phonics measure of iReady will increase from 19.6% to 40%.

- 1) Weekly team planning to ensure teachers are instructing foundational skills with fidelity using HMH Structured Literacy and/or UFLI.
- 2) Use all the data to help teachers form quality tier 2 groups based on screener data and additional subskill testing to identify weaknesses.
- 3) Support tier 3 students with extra pullout support.