

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2025-2026

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? 2
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 16
- How many teachers in your school in Grades K-2 are trained in Vol. 1 & 2? 8
- How many teachers in your school are beginning Volume 1 of LETRS this year? 5
- How many teachers in your school are beginning Volume 2 of LETRS this year? 2
- How many CERDEP PreK teachers in your school have completed EC LETRS? 4
- How many CERDEP PreK teachers 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.

MSA-Spartanburg uses a program developed by the University of Florida Literacy Institute (UFLI) and materials provided by i-Ready to assess and instruct students in reading in grades pre K-2nd. Teachers also pull materials and/or resources from the LETRS course. The UFLI program has been aligned to the science of reading. It involves direct instruction in phonological awareness, word recognition, sentence structure, oral reading, and phonic skill development with a focus on fluency and automaticity. Kindergarten through third grade students are given direct instruction five days a week for 45 minutes using this program. Opportunities are given for students to develop vocabulary and comprehension during each lesson.

UFLI lessons include opportunities for students to develop phonological awareness skills by blending and segmenting, practice spelling and reading words with emphasis on specific patterns and rules, as well as reading and spelling irregular words that occur most frequently in the English language. Vocabulary is addressed using Tier 2 words that align with the pattern/rule focused on in the lesson. UFLI lessons also include decodable texts that allow students to demonstrate comprehension after reading.

Students in grades K through fifth grade are given direct instruction using materials developed by i-Ready. i-Ready materials include lessons to address grammar, phonics skills, comprehension in both informational and literary texts as well as vocabulary. Students are given direct instruction in these areas for a minimum of 30 minutes daily each week in small groups.

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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.

MSA-Spartanburg uses UFLI and i-Ready materials to provide instruction and assessment for word recognition. i-Ready provides word recognition lessons tailored to the needs of each student based on assessment results. Lessons include opportunities for students to practice using words in context, decode and encode words, and understand their meaning. Words are not taught and assessed in isolation; students are required to use words in context and explain the meaning of the words. During small group reading instruction, students use journals to respond to their reading using words and/or pictures. Teachers also assess students' ability to decode words using running records every three to four weeks. Teachers use the results from the running records to tailor lessons and homework to meet the needs of students.

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.

MSA-Spartanburg uses DIBELS (8th edition) as a universal screener and diagnostic assessment in K5. An in house assessment is used for K4. We also administer i-Ready reading that flags students for reading difficulties for K5 through 5th. After each administration, the MTSS team analyzes the data from both assessments to determine students who have failed to demonstrate grade-level reading proficiency. The MTSS team not only considers assessment data but also observational and informal data provided by the classroom teacher. Once students have been identified, students are grouped by their level of need and assigned a reading interventionist. Based on the level of need, students are provided direct instruction a minimum of three days a week, 30 minutes per day, in a group of no more than 6 students to address their goals. Goals are created based on the areas of need identified by either the DIBELS, the in house assessment, or i-Ready assessment.

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.

MSA-Spartanburg uses a "home practice" system to support reading and writing at home. Classroom teachers assign activities for students to complete at home that align with the areas students need to develop fluency in. All home practice activities align to the science of reading research. Parents are encouraged to support students by providing space and time for students to complete their activities. Parents are also encouraged to read nightly to students. Parents meet with teachers once per quarter to review strengths and weaknesses and attend school-wide events that give them the opportunity to see literacy activities being modeled to replicate at home.

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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.

MSA-Spartanburg progress monitors reading achievement by administering the i-Ready assessment four times per year. Classroom teachers also monitor i-Ready lessons that are completed weekly by the students to determine mastery of the lesson. If students did not pass the lessons, teachers provide direct instruction of the lesson in a small group. Students are given weekly assessments, through Illuminate, designed by the MSA Network, to monitor their progress.

Utilizing Fall 2026 iReady data, we have identified first and second graders scoring in the 24.7% or below:

First graders projected to score DNM and approaches on SC Ready=0

Second graders projected to score DNM and Approaches on SC Ready=5

These students are closely monitored and projected targeted direct instruction.

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.

MSA-Spartanburg provides LETRS training to all classroom teachers and reading interventionists in both Volume 1 and Volume 2 in grades preK-5th. Teachers also receive professional development sessions to develop their understanding of ELA standards.

Section G: Analysis of Data

Strengths	Possibilities for Growth
● Based on i-Ready data, 88% of our students (K-5) have mastered grade level high frequency words. ● Based on i-Ready data, 47% of our students (K-5) are able to use and understand vocabulary to meet grade level proficiency. ● Based on i-Ready data, 54% of our students (K-5) comprehend literary and informational texts to be able to meet grade level proficiency.	● More consistent use of standards mastery data to inform small group instruction ● Continue professional development in guided reading, the science of reading, and phonics to support teachers and the instructional nuances. ● Provide opportunities for parent involvement in literacy development.

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- Based on DIBELS data, 69% K5-2nd students scored at or above grade level in foundation skills.
- DIBELS is administered to K5 3 times a year and is used a majority of the time to drive reading instruction.
- Use of IReady reading data to create strategic plans for both whole group and small group and individualized instruction.
- Every student meets daily with their teacher for 30 minutes of small group guided reading instruction.
- Daily schedule allows for 180 minutes of daily Language Arts instruction.
- Students are provided 30 minutes daily for independent reading/self-selected books (on their appropriate reading level.)
- Pre K through 5th grade classrooms have two teachers who participate in the co-teaching model. Third through fifth grade classroom teachers are departmentalized.
 - Teachers and students have access to a large number of guided reading texts.
 - Shared Book/Novel, a curriculum developed by the MSA Network and is heavily infused with Wit and Wisdom Language Arts curriculum, allows students to read authentic literature (fiction and nonfiction), teachers to scaffold instruction and build conceptual knowledge, and students to work in groups as well as individually.
 - Language Arts instruction is standards based.
 - Teachers routinely participate in weekly professional learning activities such as collaborative planning, peer coaching, coaching feedback conferences, and administrative 03s (post observation reflection conference with principal).
 - Continue professional development in guided reading, the science of reading (LETRS), and phonics to support teachers and the instructional nuances.
 - Provide opportunities for parent involvement in literacy development.
 - Teachers routinely use iReady and Dibels fluency data to plan daily guided reading lessons.

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● Emphasis on phonics instruction. ● Use Dibels and iReady data to inform instruction in guided reading and writing groups as well as classroom intervention settings. ● Focus guided reading instruction on decoding and fluency in kindergarten through second. ● Focus guided reading instruction in 3rd - 5th on reading comprehension strategies (signposts).	
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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> (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC READY from 32% to 22% in the spring of 2025.	In the spring of 2025, only 18.8% of third graders scored Does Not Meet, which exceeds the previous goal.
<u>Previous Goal #2:</u> By spring 2025, based on completed written student projects, 100% of 2nd through 5th grade students will conduct independent research investigations.	The independent research projects were planned for May 2025 after testing. Due to the extensive state testing schedule, the projects did not occur. Alternate plans were made to provide students with high quality field experiences—5th grade for College Visits, 4th grade to Helen, Georgia, etc.

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	This year's AI-created curriculum, that is infused with Wit and Wisdom, does include an independent research project for upper elementary grades in the month of December.
<u>Previous Goal #3:</u> Meeting Street Academy-Spartanburg will increase the number of K-5 students performing at or above grade level, as determined by DIBELS data from an average of 45% to 55% by spring of 2025.	56% of K-5 students performed at or above grade level in Spring 2025, as determined by DIBELS data.

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 2025 as determined by SC READY from 58.3% % to 66.3 % in the spring of 2026.	• Students who have been flagged for reading difficulties will receive Tier 3 intervention, identified by the MTSS team. • Teachers will receive training in administering and analyzing iReady data to guide small group reading instruction. • Teachers will create a needs-based Individual Student Plan (ISP) for each student each quarter.

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	● Teachers will follow the ISP and make decisions daily as the next step according to student daily performance. ● Coaches will help monitor student growth and assist teachers in planning for skills to move students to the next level of accuracy and comprehension. ● Assistant Principals/Instructional coaches will establish intensive coaching rounds for literacy instruction, with focus on explicit phonics instruction and phonemic awareness and the science of reading to strengthen teacher understanding and execution of lessons. ● Feedback will be provided on an ongoing basis. ● Administrators will conduct classroom observations of each teacher with post observation feedback.
<u>Current Goal #2: (K–2)</u> Increase the percentage of K-2 students scoring on grade level in the area of High Frequency Word and Phonics by 2% from Spring 2025 to Spring 2026 (as determined by iReady.) High Frequency Words from Spring 2025 to Spring 2026 K 83% to 85% 1st 86% to 88% 2nd 93% to 88%*tracking same student group from 1st grade Phonics from Spring 2025 to Spring 2026 K 94% to 96% 1st 82% to 84% 2nd 88% to 84%*tracking same student group from 1st grade	● Increase number of students demonstrating mastery of grade level high frequency word lists ● Increase the number of classroom teachers that implement both curricula with fidelity, as evidenced by lesson plan reviews and classroom observations. ● Increased student writing samples that show accurate application of phonics patterns introduced in reading instruction. ● Decrease intervention referrals for phonics-related gaps as compared to the previous year.

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<u>Current Goal #3:</u> Increase the percentage of fourth and fifth grade students scoring Meets and Exceeds by 4% from Spring 2025 to Spring 2026 (as determined by SCReady.) 4th grade from Spring 2025 to Spring 2026 71.4% to 75.4% 5th grade from Spring 2025 to Spring 2026 70.0% to 75%	● Teachers will receive training in administering and analyzing Dibels assessment to guide small group reading instruction. ● Students who have been flagged for reading difficulties will receive Tier 3 intervention, identified by the MTSS team. ● Teachers will receive training in administering and analyzing iReady data to guide small group reading instruction. ● Teachers will create a needs-based Individual Student Plan (ISP) for each student each quarter. ● Teachers will follow the ISP and make decisions daily as the next step according to student daily performance. ● Assistant Principals/Coaches will help monitor student growth and assist teachers in planning for skills to move students to the next level of accuracy and comprehension. ● Assistant Principals/Instructional coaches will establish intensive coaching rounds for literacy instruction, with focus on explicit phonics instruction and phonemic awareness and the science of reading to strengthen teacher understanding and execution of lessons. ● Feedback will be provided on an ongoing basis. ● Administrators will conduct classroom observations of each teacher with post observation feedback.
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