

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

Movement School Bridge View utilizes a scientific approach with our reading instruction that aligns to grade-level standards. Our school has adopted a phonics program that focuses on oral language, phonological awareness, fluency, vocabulary, comprehension, handwriting, and spelling. Teachers are expected to teach each component with fidelity and are observed and given feedback that aligns to the delivery of their lessons. Our curriculum clearly directs teachers on how to instruct scholars in alignment with research-based practices. Scholars are progress monitored bi-weekly, so small group instruction is geared towards their individual reading levels.

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.

Our curriculum introduces high frequency words (sight words) in grades K5-2 each week with built in spiral reviews throughout each of our daily lessons. Using daily progress monitoring checks, teachers can use data collected to customize individual instruction and identify next steps. This can be seen through our weekly assessment where scholars are able to demonstrate their mastery of each introduced high frequency word.

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.

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Scholars in K5 take multiple screeners/assessments at the beginning of year. These include KRA, MAP Growth testing, MAP Fluency, and a benchmark assessment through our phonics curriculum. Grade 1-2 scholars take the MAP Growth, MAP Fluency, and benchmark assessments through our phonics curriculum. Each assessment provides insight to both the teacher and the parent as to the scholar's reading development, fluency level, vocabulary development, specific reading skill mastery, phonetic awareness, and sight recognition. Teachers, coaches, and our special population's teachers use this data to instruct scholars as needed to achieve grade level fluency that leads to comprehension.

Based on screener data in addition to ongoing progress monitoring, teachers groups are adjusted, digital learning standards are individualized based on a scholar's opportunity for growth, and teachers receive professional development based on their groups areas of need.

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.

Parents are provided with information on skills their scholars are learning each week through Class Dojo and can access PowerSchool for grades at any time of day. Additionally, each trimester, there is an Academic Night and a report card night in which each scholar's individual data is reviewed with a parent. Scholars can continue to practice reading skills through IXL at home. Videos are also sent home which show parents how they can practice letters and sounds with their scholar.

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.

Reading achievement and growth is measured with weekly reading skills assessments, bi-weekly progress monitoring assessments, and MAP which is given 3x a year. All data is recorded on a school-wide data tracker. Student progress is monitored closely by teachers and administration. Students experiencing repeated difficulty with these assessments are placed into the MTSS process so appropriate support can be provided.

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.

Teachers are provided with weekly intellectual prep meetings on reading instruction. Sessions are focused on best practices, curriculum fidelity, and data analysis. In addition, teachers have a professional development calendar which addresses reading specific professional development that occurs

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an average of 2x a month for the entirety of the year. Our curriculum providers also do quarterly visits and bi-weekly webinars to provide training to leaders on the reading/phonics curriculum.

Section G: Analysis of Data

Strengths	Possibilities for Growth
● Kinder Math & Reading % of scholars who met their projected growth and # of scholars or exceeded their projected growth goal ● 1st Grade Math & Reading % of scholars who met their projected growth and # of scholars or exceeded their projected growth goal	● The weakest standard for Kinder was OA with a percentage of 60%. I think this standard was the lowest due to scholars misinterpreting the equal sign, confusing symbols (+, -, <, >), and struggling with the concept of "one more" or "one less" when counting or adding/subtracting. ● The weakest standard for G1 was MD and NBT with a percentage of 37%. I think these standards were the lowest due to scholars misinterpreting the equal sign, assuming key words always indicate specific operations, and struggling with measuring length using standard units or rulers, often counting tick marks instead of units and scholars also confusing the value of digits based on their position.

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).

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Goals	Progress
<u>Goal #1</u> 70%+ of kindergartners will score a 156 (50th percentile) on the EOY MAP Growth Assessment.	78% MAP Math-Exceeded Goal 75% MAP ELA-Met Goal
<u>Goal #2:</u> 70%+ of first graders will score a 174 (50 th percentile) on the EOY MAP Growth assessment.	68% MAP Math-Almost Met 42% MAP ELA-Did Not Meet Goal

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
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<u>Current Goal #1</u> 75% score 156+ on Kindergarten MAP reading, 75% score 174+ on First Grade MAP Reading, and 75% score 188+ on Second Grade MAP Reading/	1. We will ensure curriculum fidelity to our phonics/reading program. 2. We will provide differentiated small group instruction that caters to the needs of each scholar as we progress monitor throughout the year, 3. We will utilize MAP fluency scores to inform the IXL/digital learning platform for more individualized learning.
<u>Current Goal #2:</u> K-2 score 90% proficiency on EOY Math Interim Assessment.	1. We will ensure curriculum fidelity to our math curriculum.. 2. We will provide differentiated small group instruction that caters to the needs of each scholar as we progress monitor throughout the year, 3. We will utilize math standards from module assessment data to inform the IXL/digital learning platform for more individualized learning.

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Current Goal #3:

70% of Kindergarteners equivalent to Step 4 by EOY, 70% of First Graders equivalent to Step 7 by EOY, and 70% of Second Graders Equivalent to Step 9 by EOY.

1. We will ensure curriculum fidelity to our phonics/reading program.
2. We will ensure every scholar is proficient at all components of our phonics and fluency block.
3. We will regularly assess scholars to ensure they are in their “just-right” group.