

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? 48
- 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? 15
- How many teachers in your school are beginning Volume 2 of LETRS this year? 28
- 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-5<sup>th</sup> 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.

**Core Instruction: HMH Into Reading**

All students in K–5<sup>th</sup> grade receive daily, standards-aligned instruction through the HMH Into Reading curriculum, which is designed around the science of reading and systematically integrates oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Lessons are explicit, systematic, and cumulative, ensuring that all strands of literacy work together to support text comprehension.

**Oral Language**

Oral language is intentionally built through collaborative discussions, interactive read-alouds, and teacher-modeled think-alouds. Structured routines in HMH promote speaking and listening, allowing students to practice using academic vocabulary, respond to higher-order questions, and explain their thinking. Students engage in partner and small-group conversations to rehearse language, building both expressive and receptive skills that underpin comprehension.

**Phonological Awareness**

In early grades (K–1), students participate in daily phonological awareness routines such as rhyming, blending, segmenting, and manipulating sounds. Instruction is explicit and follows a developmental sequence, moving from larger chunks of sound (words, syllables) to individual phonemes. Teachers use HMH Into Reading Structured Literacy routines to ensure students master these foundational auditory skills before transitioning into phonics.

**Phonics**

The school uses HMH Into Reading – Structured Literacy for systematic, explicit phonics instruction. Students receive direct instruction on sound-symbol correspondences, decoding strategies, and word analysis. Skills are introduced in a cumulative sequence, with frequent review and

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application in both reading and writing tasks. Heart words (irregular high-frequency words) are taught strategically to support automatic word recognition.

### **Fluency**

Fluency is developed through repeated reading, modeled oral reading, and practice opportunities embedded in HMH Into Reading. Students in grades K–5 also engage in Amira (HMH’s AI-powered reading platform), which provides individualized fluency practice and real-time feedback on accuracy, rate, and prosody. Teachers monitor progress through regular fluency checks to ensure students move toward expressive, automatic reading that supports comprehension.

### **Vocabulary**

Vocabulary is taught explicitly and in context across all grade levels with vocabulary cards to reference throughout the module. Students are introduced to both tier 2 (academic) and tier 3 (domain-specific) words within thematic modules through HMH Into Reading. Instruction includes multiple exposures, oral practice, and opportunities to use new words in speaking and writing. Word learning strategies (e.g., using context, morphology, and reference materials) are reinforced to promote independent vocabulary growth.

### **Comprehension**

Comprehension is taught using a gradual release model: teacher modeling, guided practice, and independent application. Students learn to use before-, during-, and after-reading strategies such as predicting, questioning, clarifying, summarizing, and synthesizing. Both literary and informational texts are emphasized, ensuring alignment with grade-level ELA standards and preparation for state assessments. Writing is integrated as a comprehension tool, requiring students to respond to texts with evidence and explanations.

### **Assessment & Progress Monitoring**

Teachers use HMH assessments are rigorous and embedded within the program to monitor progress across all strands of literacy. Amira, used in grades K-2<sup>nd</sup>, fluency reports provide real-time data on student oral reading growth. NWEA MAP testing and interim assessments identify students in need of intervention, ensuring timely support through small-group or targeted instruction. Data cycles within bi-weekly PLCs focused on classroom and progress monitoring data enable teachers to adjust Tier 1 instruction and identify the needs for Tier 2/3 interventions.

**Section B:** Document how Word Recognition assessment and instruction for PreK-5<sup>th</sup> grade students are further aligned to the science of reading, structured literacy and foundational literacy skills.

### **Science of Reading Alignment**

Word recognition instruction at our school is explicitly aligned to the Science of Reading, ensuring students develop the foundational skills needed for fluent, accurate reading. Instruction is:

Explicit: Skills are directly taught, not left to incidental discovery.

Systematic: Lessons follow a logical sequence that builds from simple to complex.

Cumulative: New concepts build upon previously taught skills to support mastery.

Diagnostic: Instruction is adjusted based on frequent assessment data.

This approach supports all students, including those at risk for reading difficulties, in building accurate and automatic word recognition.

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**Structured Literacy Practices**

Our Word Recognition framework follows the Structured Literacy model of HMH Into Reading, ensuring:

Phoneme-grapheme correspondences are taught explicitly and systematically.

Multisensory methods engage students through auditory, visual, and kinesthetic practice.

Repetition and review strengthen memory and build automaticity.

Scaffolded application allows students to apply decoding in connected text with teacher support before independent practice. With HMH we introduce high frequency words weekly. Scholars see the word, say the word, spell the word, and write the word. They are monitored through bi-weekly checks. Through our curriculum and constant exposure to words in our classrooms through a print-rich environment, word recognition increases.

**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-5<sup>th</sup> grade who have failed to demonstrate grade-level reading proficiency.

Scholars in K5 take multiple screeners/assessments at the beginning of year. These include KRA, K5 Entry Screener, MAP testing, and a benchmark assessment through AMIRA. Grades 1-5 take MAP and the AMIRA benchmark assessment. Each assessment is given to provide 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, and more. Teachers, coaches, interventionists, and Special Populations use this data to instruct scholars as needed to achieve grade level fluency that leads to comprehension. Scholars falling below national benchmark norms receive special intervention to support student growth and success. They are as follows:

Scholars falling into the 0-10th percentile receive Tier 3 intervention by using the SIPPS program which is aligned to evidence-based practices, provides extensive support for implementation, and is engaging for scholars.

Scholars falling into the 11th-30th percentile receive Tier 2 intervention by using the SIPPS program which is aligned to evidence-based practices, provides extensive support for implementation, and is engaging for scholars.

Scholars falling into the 31st-50th percentile receive after school tutoring. More specifically, AMIRA provides detailed data on each strand of the reading rope. Word recognition and language comprehension is included in our progress monitoring. From this tool, we are able to locate exactly what instruction a scholar needs to bridge the gap in these two specific areas. It not only tells us what the scholar needs but also provides our teachers with how to teach, and provides the resources to do so. Additionally, we progress monitor scholars biweekly using Acadience. Scholars in grades K-2 take the Oral Reading Fluency assessment and scholars in grades 3-5 take the Maze. Teachers are required to turn in their small group plans and must show the data used to justify the “why” behind who they are pulling and what they are teaching.

**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.

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Parents are provided with information on skills their scholars are learning each week through grade level newsletters, Parent Weekly, and Quarter at a Glance. All scholars participate in the Million Word Challenge. Parents can support their scholars by reading with them nightly at home. Scholars are responsible for completing 8 reading logs from home in addition to 8 logs at school to meet the challenge. Parents and scholars have access to AMIRA at home, allowing them to continue to sharpen their reading skills while away from school. Scholars can continue to practice reading skills through IXL and RAZ Kids at home. We also offer PEACE academy which is a program geared towards educating parents in various topics. All parents are required to attend at least one session. Sessions are offered once a month. Sessions include topics such as testing, SEL, strategies to help with reading and math, ways to support exceptional children, and much more.

**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-5<sup>th</sup> grade intervention based on all available data to ensure grade-level proficiency in reading.

Reading achievement and growth is measured with AMIRA for K-2 (an artificial intelligent online tutoring program based in the science of reading), weekly reading skills assessments, bi-weekly fluency 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-5<sup>th</sup> grade.

All certified staff members currently not certified in LETRS have begun Volume 1 training. Those certified in Volume 1 have begun Volume 2. In person training sessions occur twice per quarter. Virtual modules are completed by staff independently. Teachers are also provided with weekly PLCs on reading instruction. Sessions are focused on best practices, power standards, data deep dives, and model lessons. In addition to the training stated above, teachers are also placed on an individualized learning path through our reading curriculum. We also have a Teacherpreneur position whose role is to assist teachers with implementation of curriculum and research-based instruction of reading.

**Section G: Analysis of Data**

| Strengths | Possibilities for Growth |
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| <ul style="list-style-type: none"> <li>• Multiple data points from progress monitoring programs to drive instruction</li> <li>• An multiple interventionists for every grade level</li> <li>• A positive reading culture from programs such as the Million Word Challenge, book vending machine, and after-school book rumble</li> <li>• Personalized PD once per month</li> </ul> | <ul style="list-style-type: none"> <li>• Increasing the percentage of grade level fluency</li> <li>• More home-school connection that empowers parents to support their scholar's reading development</li> <li>• Training all teachers in LETRS.</li> </ul> |
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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                                                                                                                                                 |
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| <u>Previous Goal #1 (Third Grade Goal):</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of 2023 as determined by SC READY from __24__ % to __20__ % in the spring of 2025. | We did not have a tested grade in 2023. However, we still met our goal as 12% of scholars in 3 <sup>rd</sup> grade scored DNM as determined by SC READY. |

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| <p><u>Previous Goal #2:</u><br/>Liberty STEAM Charter school will increase the percentage of K-3 students scoring at or above 61st percentile as determined by MAP from 38% in the fall of 2024 to 45% in the spring of 2025.</p> | <p>We met our goal as 52.5% of scholars in grades K-3 scored at or above the 61<sup>st</sup> percentile as determined by MAP in the spring of 2025.</p>    |
| <p><u>Previous Goal #3:</u><br/>Liberty STEAM Charter School will reach 100% of K-2 students completing the Million Word Challenge for 2024-2025 school year, as determined by in class and home reading logs.</p>                | <p>We met our goal as 100% of K-2 completed the Million Word Challenge for the 2024-2025 school year, as determined by in class and home reading logs.</p> |

**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 3<sup>rd</sup> 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 (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 __61% to __75% in the spring of 2026.                 | <ul style="list-style-type: none"><li>-A rigorous reading curriculum</li><li>-Cross curricular integration through enrichment classes</li><li>-After school tutoring</li><li>-Million Word Challenge</li><li>-Daily small group instruction</li><li>-Bi-weekly reading progress monitoring</li><li>-Gifted pullout program</li></ul>                           |
| <u>Current Goal #2:</u><br>Liberty STEAM Charter school will increase the percentage of K-5 students scoring at or above 61st percentile as determined by MAP from 42% in the fall of 2025 to 50% in the spring of 2026. | <ul style="list-style-type: none"><li>-Rigorous reading curriculum</li><li>-Cross curricular integration through enrichment classes</li><li>-After school tutoring</li><li>-At home tutoring with Amira</li><li>-Book rumble for high achievers</li><li>-Million Word Challenge</li><li>-Gifted pullout program</li><li>-Self-contained gifted class</li></ul> |

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| <u>Current Goal #3:</u><br>Liberty STEAM Charter School will reach 100% of K-2 students completing the Million Word Challenge for 2024-2025 school year, as determined by in class and home reading logs. | <ul style="list-style-type: none"><li>-Checkpoints throughout the year</li><li>-EOY celebration</li><li>-Kickoff celebration</li><li>-Incentives for reading log completion</li><li>-Digital libraries provided for at home use</li><li>-Weekly read aloud from our director</li><li>-In class read alouds</li><li>-School wide chant</li></ul> |
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