

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2026-2027

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? 6
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 7
- How many teachers in your school are beginning Volume 1 of LETRS this year? 20
- How many teachers in your school are beginning Volume 2 of LETRS this year? 5

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.

Response: At Heartwood Community School, reading instruction and assessment are grounded in the Science of Reading, systematically integrating the core components of literacy—oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension—to ensure all scholars meet or exceed grade-level English Language Arts (ELA) standards.

Systematic Instructional Delivery & Schedule:

Instruction is delivered through a balanced model of explicit whole-group foundational instruction and targeted, data-informed small-group learning.

- Grades K–3 Instructional Structure (Up to 130 Minutes Daily):
 - Tier I Reading Comprehension Block (50 Minutes): Focused on building deep background knowledge, rich vocabulary, and complex text comprehension using the *Core Knowledge Language Arts (CKLA)* curriculum.
 - Foundational Skills Block (80 Minutes): Dedicated to explicit instruction in phonological awareness, systematic phonics, and fluency. Teachers utilize *Heggerty* for oral language and phonemic awareness alongside *Orton-Gillingham* methodologies for multisensory phonic decoding. Differentiated small-group instruction is integrated directly into this block to target specific skill gaps.
- Grades 4 Instructional Structure (100 Minutes Daily):
 - Core ELA Block: Integrates advanced reading comprehension, complex vocabulary acquisition, writing, and close-reading strategies through *CKLA*, with flexible small-group intervention built directly into the instructional period to maintain grade-level access.

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Integration of the Core Pillars of Literacy

- Oral Language & Vocabulary: Cultivated through structured teacher-led read-alouds, collaborative academic discourse, and explicit instruction of Tier 2 and Tier 3 vocabulary across all content areas using CKLA domain-based units.
- Phonological Awareness & Phonics: Systematically taught in early grades through daily, explicit Heggerty routines and multisensory Orton-Gillingham routines, ensuring students master sound-letter relationships, syllable structures, and decoding strategies.
- Fluency: Developed through guided oral reading, choral reading, paired reading, and routine fluency checks embedded in foundational skills blocks to transition scholars from accuracy to automaticity.
- Comprehension: Supported through explicit modeling of close-reading strategies, text-dependent questioning, graphic organizers, and regular engagement with high-quality literary and informational texts.

Comprehensive Assessment System & Data-Driven Decision Making

Heartwood Community School employs a multi-tiered assessment framework to evaluate scholar progress and continuously refine instruction:

Assessment Level	Tool	Frequency	Purpose & Pillar Focus
Universal Screener	NWEA MAP	3x Annually (BOY, MOY, EOY)	Benchmarks overall proficiency, growth, and identifies learning gaps across vocabulary, informational, and literary comprehension.
Diagnostic Screener	DIBELS / mCLASS	3x Annually (BOY, MOY, EOY)	Measures early literacy skills across key pillars: Phonemic Awareness (FSF/PSF), Phonics (NWF), Fluency (ORF), and Comprehension (Maze).
Formative & Mastery	Unit End-of-Module Assessments, Daily Exit Tickets, & Stack Audits	Daily / Weekly / End-of-Unit	Evaluates mastery of standard-aligned learning targets, guides daily small-group groupings, and informs immediate instructional adjustments.

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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.

Response: At Heartwood Community School, word recognition assessment and instruction are grounded in the Science of Reading, Structured Literacy principles, and full alignment with South Carolina College- and Career-Ready ELA Standards. Instruction follows an explicit, cumulative, and multisensory progression across all grades to build automaticity and permanent orthographic mapping.

To ensure high-leverage instructional delivery, all educators in grades K–4 are in the process of being or are trained in LETRS (Language Essentials for Teachers of Reading and Spelling) and IMSE Orton-Gillingham (OG) methodologies and their corresponding diagnostic assessments. Teachers utilize high-quality core curricula, including Core Knowledge Language Arts (CKLA) to build background knowledge, vocabulary, and comprehension.

Systematic Instruction Across Grades (K–4)

- **Early Foundational Skills (Grades K–2):**
Foundational word recognition is delivered through the IMSE Orton-Gillingham framework, a systematic and explicit phonics program. Teachers employ multisensory techniques—engaging visual, auditory, and kinesthetic pathways—to teach grapheme-phoneme correspondences and syllable patterns. High-frequency irregular words (identified as *"Red Words"* in IMSE OG) are taught using explicit orthographic mapping strategies rather than rote visual memorization, enabling scholars to analyze known sound-letter patterns alongside irregular parts.
- **Decodable Text Application & Small Group Interventions:**
In both core instruction and Tier 2/3 small-group interventions, scholars apply newly acquired phonics patterns immediately using controlled decodable reader texts. This prevents reliance on picture cues or guessing strategies and reinforces solid print-to-sound decoding habits.
- **Advanced Word Study (Grades 3-4):**
In upper elementary grades, word recognition transitions to IMSE Advanced Orton-Gillingham word study. Instruction focuses on multisyllabic decoding, structural analysis, syllabication patterns, and morphology (prefixes, Latin and Greek roots, and suffixes) to support automatic word recognition within complex informational and literary texts.

Assessment, Progress Monitoring & Data Conversations

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Student growth in word recognition is systematically tracked using benchmark screeners and continuous progress monitoring tools:

- **Universal & Diagnostic Screening:** All K–4 students are assessed three times annually (Beginning, Middle, and End of Year) using DIBELS / mCLASS, evaluating sub-skills such as Comprehension (MAZE), Nonsense Word Fluency (NWF) and Oral Reading Fluency (ORF) to gauge decoding automaticity.
- **Progress Monitoring & Data Conversations:** Teachers conduct weekly, bi-weekly, or monthly (depending on the student's tier) to progress monitor through mCLASS to track student growth on specific target skills. In Grade 1, teams hold dedicated quarterly student data conversations to analyze word recognition proficiency, specifically measuring mastery of OG "Red Words" and decodable word accuracy. This data directly informs small-group composition and tier-based instructional adjustments.

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.

Response: At Heartwood Community School, data from universal screeners and diagnostic assessments is systematically analyzed to identify K–4 students who have not yet demonstrated grade-level reading proficiency. Using Scarborough's Reading Rope framework, the school places students into precise, targeted intervention pathways focused on Word Recognition, Language Comprehension, or a Blended Pathway. Heartwood Community School administers a dual-assessment battery three times annually (Beginning, Middle, and End of Year) to evaluate both overall reading performance and discrete sub-skills:

- **Universal Screener (NWEA MAP Reading):** Evaluates overall reading achievement, percentile rank, and broad strand performance across literary and informational text comprehension and vocabulary.
- **Diagnostic Screener (DIBELS / mCLASS):** Measures foundational skill mastery to pinpoint specific skill deficits in phonological awareness, explicit decoding/phonics, letter-sound correspondence, and oral reading fluency.

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Following benchmark assessments, data is analyzed to determine the exact nature of the student's reading deficit. Scholars are then routed into targeted intervention pathways based on specific assessment indicators:

Targeted Pathway	Diagnostic Criteria & Indicators	Primary Instructional Focus
Word Recognition	Low scores on DIBELS sub-tests (FSF, PSF, NWF-CLS, NWF-WWR) with relative strength on MAP language comprehension strands.	Explicit, systematic phonemic awareness, Orton-Gillingham multisensory phonics routines, orthographic mapping, and decodable text practice.
Language Comprehension	On-grade-level DIBELS decoding/fluency scores, but low scores on MAP reading comprehension and mCLASS vocabulary/Maze sub-tests.	Academic vocabulary development, complex sentence structure/syntax, background knowledge building, and close-reading strategies.
Blended Pathway	Below-grade-level performance on both DIBELS foundational sub-tests and MAP reading comprehension strands.	Dual-focused intervention addressing core decoding automaticity alongside targeted vocabulary and passage-level comprehension strategies.

Instructional support is delivered across flexible tiers based on student need, combining push-in, co-teaching, and specialized pull-out environments:

- **Tier II Targeted Intervention (Daily 30-Minute Block):** Classroom teachers facilitate daily, dedicated 30-minute intervention blocks. Instruction utilizes prescribed DIBELS/mCLASS targeted support materials and IMSE Orton-Gillingham intervention routines. Additionally, ELA co-teaching classrooms utilize a two-teacher model to embed 20–30 minutes of differentiated small-group instruction during core ELA time.
- **Tier III Intensive Intervention (4 Days/Week):** Reading interventionists provide intensive, small-group pull-out services four days per week for students exhibiting significant, persistent deficits in foundational reading skills.

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Intervention efficacy and student growth are monitored through a structured, iterative team review process:

- **Progress Monitoring:** Students receiving Tier II and Tier III support are progress-monitored weekly or bi-weekly using DIBELS / mCLASS sub-skill probes to track skill acquisition rate.
- **Heartwood Academic Unit & Leadership Reviews:** At-risk scholars are referred to the Heartwood Academic Unit, a specialized, school-specific interdisciplinary team composed of school leadership, instructional coaches, reading interventionists, and classroom teachers. Operating under the guidance of the Heart Ward school leadership team, which actively identifies scholars at risk of missing grade-level literacy benchmarks, the Academic Unit serves as the primary governing body for student intervention and academic support.

When a student is referred, the Academic Unit performs a deep-dive data analysis—examining diagnostic strand data, universal screener trends, classroom stack audits, and weekly progress monitoring probes. Rather than applying a one-size-fits-all approach, the Unit collaborates to design a customized intervention plan tailored to the scholar's specific learning profile, determining exact skill targets, group sizing, frequency, and whether the primary focus should be Word Recognition or Language Comprehension.

Every six weeks, the Academic Unit reconvenes to conduct a comprehensive student review. The team evaluates real-time progress monitoring data to assess the rate of improvement and determine next steps: whether to intensify intervention, modify the instructional pathway, transition the student to a lower tier of support, or maintain the current strategy to ensure full mastery of grade-level ELA standards.

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.

Response: At Heartwood Community School, home-school collaboration is recognized as a vital pillar of student literacy development. The school maintains a structured system to ensure parents and guardians are informed, equipped, and actively empowered to support their children as growing readers and writers outside the classroom.

Direct Communication & Actionable Academic Resources

- **Weekly Grade-Level Newsletters:** Teachers distribute weekly newsletters outlining upcoming learning targets, vocabulary themes, and specific, practical tips for parents to reinforce classroom instruction at home.
- **Real-Time Engagement via RCA House App:** Educators utilize the Ron Clark Academy (RCA) House App as a primary digital communication hub to share real-time updates, direct messages, and learning resources directly with families.

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- **Structured Parent-Teacher Conferences:** Held during the 1st and 3rd quarters, these individual conferences allow teachers to review student assessment data (e.g., DIBELS, NWEA MAP), explain specific growth areas, and co-create tailored home-support strategies with parents.

Interactive Family Literacy Events & Community Workshops

- **Family Engagement Nights:** Hosted throughout the academic year, these events bring teachers and families together to model reading and writing strategies in a collaborative setting. Classroom teachers provide parents with hands-on learning materials, decodable/leveled text guidance, and games designed to reinforce foundational skills (phonics, vocabulary, and comprehension) at home.

At-Home Reading Initiatives & Motivation Systems

- **Nightly Reading Logs & House Point Incentives:** To foster daily reading habits, scholars complete monthly reading logs. Nightly reading is incentivized through the school's House System, where scholars earn House Points on the RCA House App for consistent reading at home, building student ownership and school-wide excitement.
- **Access to High-Interest Books:** Heartwood Community School facilitates access to print-rich environments at home through structured Book Exchanges and participation in Scholastic Book Clubs, providing affordable and direct access to high-quality children's literature for home libraries.
- **Targeted Upper-Elementary Home Extensions:** In 3rd and 4th grades, home learning transitions toward deeper text application through periodic *"Research, Read, and Respond"* assignments. These activities encourage scholars to engage in independent inquiry and write about complex topics, directly bridging classroom instruction with home learning.

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.

Response: At Heartwood Community School, progress monitoring is the active engine that drives our daily teaching and shapes our intervention decisions. We use a continuous stream of sub-skill data to track individual growth, evaluate how well our instruction is working, and adjust our approach before learning gaps widen.

For students receiving Tier 2 or Tier 3 interventions, progress monitoring focuses sharply on specific foundational skills. We use brief, standardized DIBELS and mCLASS probes to measure the exact sub-skill targeted in a child's intervention plan.

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Classroom teachers administer these targeted probes bi-weekly for Tier 2 students, tracking metrics like Phoneme Segmentation Fluency for phonological gaps or Nonsense Word Fluency for decoding accuracy. For students in Tier 3, our reading interventionist conducts weekly probes, capturing small-step growth trajectories to ensure intensive pull-out support yields rapid, real-time results.

Alongside these formal mCLASS probes, teachers continuously monitor progress inside the classroom through daily exit tickets, end-of-unit checks, and regular "stack audits." During stack audits, grade-level teams sit together to examine physical stacks of student work, verifying whether the skills practiced during intervention sessions are successfully transferring to independent classroom reading and writing.

This data directly feeds into our collaborative teacher practices. During weekly Professional Learning Community (PLC) meetings, grade-level teams review progress monitoring graphs and classroom work samples to adjust small-group rosters and refine core ELA instruction.

The ultimate authority for evaluating student growth is our 6-Week Intervention Cycle, led by the Heartwood Academic Unit. Every six weeks, this team—comprising school leaders, instructional coaches, interventionists, and classroom teachers—convenes to analyze progress monitoring aimlines for every student receiving extra support.

During these review sessions, data trends dictate our next steps:

- **Sustained Growth:** If a student consistently meets or exceeds their growth goal across six weeks, the team celebrates their progress and plans a transition to a lower tier of support or back into core instruction.
- **Inadequate Growth:** If progress monitoring shows flat or insufficient growth, the team changes the intervention strategy. We might shift the instructional pathway—moving a child from a general strategy to explicit orthographic mapping routines—or change instructional materials altogether.
- **Persistent Gaps:** If a student does not respond after two consecutive six-week cycles, the Academic Unit intensifies support by shrinking the group size, increasing meeting frequency, or referring the student for further multidisciplinary evaluation.

Through this disciplined narrative of daily observation, weekly probing, and six-week team reviews, progress monitoring ensures that no student at Heartwood Community School slips through the cracks.

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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.

Response: At Heartwood Community School, professional development and teacher training are deeply rooted in the Science of Reading, Structured Literacy principles, and evidence-based foundational skills to ensure exemplary ELA instruction across all K–4th grade classrooms. The school delivers a job-embedded, multi-tiered professional learning framework that combines national certifications, weekly school-wide seminars, specialized novice teacher induction, and individualized instructional coaching.

To establish a uniform, research-aligned instructional foundation, all teaching staff members participate in rigorous literacy certification programs. Every teacher has completed or is currently enrolled in *Language Essentials for Teachers of Reading and Spelling* (LETRS) training, deepening their knowledge of language structures, phonology, and cognitive reading processes. Additionally, all instructional staff members receive training in the IMSE Orton-Gillingham (OG) approach, equipping them to deliver explicit, systematic, and multisensory foundational skills instruction across all grade levels. To support workforce development and build instructional capacity, three newly hired educators participate in the Teacher Fellows program, an alternative licensing pathway. This program provides these novice teachers with intensive mentorship and targeted preparation in foundational pedagogy, classroom management, and Structured Literacy execution.

Professional learning is structurally integrated into the school schedule to maintain continuous instructional improvement. The entire faculty gathers weekly for dedicated 60-minute professional development sessions focused on topics including, but not limited to, high-leverage ELA strategies, Structured Literacy methodologies, data analysis, and curriculum implementation. During weekly grade-level planning periods, instructional coaches collaborate with teacher teams to align core curricula—including Core Knowledge Language Arts (CKLA), CKLA Skills, and Heggerty—with South Carolina College- and Career-Ready ELA Standards, ensuring tight coherence between lesson design and state expectations.

To bridge professional learning and daily classroom execution, every teacher at Heartwood Community School is paired with a dedicated instructional coach. Coaches conduct structured one-on-one coaching cycles, analyzing literacy metrics and collaborating with educators—with tailored support for Teacher Fellows—to set actionable instructional goals. Through regular classroom walkthroughs, coaches provide immediate feedback, model explicit teaching strategies, and engage in real-time co-teaching. Beyond internal training, educators are actively supported in attending external professional development offerings provided by the South Carolina Department of Education (SCDE) and affiliated literacy organizations, ensuring that classroom practice remains aligned with current research and state leadership guidance.

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Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none">● 62% of 3rd graders received a score of Meets or Exceeds on the Spring 2026 SC READY ELA assessment.● 46% of 1st through 4th graders scored at or above grade level in Reading Fluency domain on the fall 2026 administration of mClass reading assessment with 12% of these students scoring in the well above range showing early mastery of grade level reading fluency ability.● 62% of 2nd graders scored at or above the 61st percentile on their fall NWEA MAP assessment. 24% of these students scored at or above the 80th percentile showing early mastery of grade level skills.	<ul style="list-style-type: none">● 24% of fourth graders scored at or above benchmark according to the fall 2026 administration of the mClass Reading Comprehension domain.● 29% of kindergarteners had a composite score at or above grade level on the fall administration of the mClass Reading Assessments. This area of growth is supported by the fall session of NWEA MAP, where 22% of students scored at or above the 61st percentile.● 38% of third graders scored at or above the 61st percentile on the fall administration of NWEA MAP.

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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> Increase the percentage of third graders scoring Above Avg/High on NWEA Map to align with 80% of our students to Meet and Exceed in the spring of 2026 as determined by SC READY.	<p>We did not meet this goal. The percent of 3rd graders scoring Above Average/High on NWEA Map decreased from 56% in the Fall 2025 to 44% in the Spring 2026. This indicates a 12% decrease in overall performance on NWEA. 62% of 3rd graders received a score of Meets or Exceeds on the Spring 2026 SC READY ELA assessment which falls short of meeting our goal of by 16%. The 2025-2026 school year was the first year we had 3rd grade students to take the SC READY assessment and have no prior data.</p> <ul style="list-style-type: none">• Teachers implemented targeted small-group instruction to address standard-specific gaps and provided personalized support.• Teachers collaborated with students and set clear, achievable goals, fostering student ownership and accountability for their learning.• Students engaged in frequent structured opportunities that strengthened their writing skills through explicit, scaffolded instruction and practice.• Teachers provided targeted vocabulary instruction to improve their students' comprehension skills.

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<p><u>Previous Goal #2:</u></p> <p>By the end of the 2025-2026 school year, 70% or more of students in grades K-2 will meet or exceed their projected growth goals in Reading as measured by the NWEA MAP Growth assessment.</p>	<p>We did not meet this goal. 64% of students in grades K-3 met or exceeded their projected growth goals as measured by NWEA MAP. There is no data for previous years to compare since the 2025-26 school year was the first in which NWEA was used as the universal screener for the school.</p> <ul style="list-style-type: none">• Teachers prioritized small-group instruction with intentional integration of Orton Gillingham(OG) strategies to strengthen phonemic awareness and foundational literacy skills.• Teachers utilized OG decodable texts aligned to specific skill gaps within each group to provide targeted, skill-based reading practice.• Interventionists pushed into classrooms, supporting Tier 1 and Tier 2 students through small-group instruction and consistent progress monitoring.• There was an increase in school-wide focus on vocabulary development, addressing the area identified as the most significant challenge on the NWEA MAP assessment.
<p><u>Previous Goal #3:</u></p> <p>n/a</p>	

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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 2026 as determined by SC READY from 62% to 80% in the spring of 2027.	<ol style="list-style-type: none">1. Strengthen Foundational Skills: Extend the Orton-Gillingham spelling and foundational literacy curriculum into 3rd grade to bridge core reading gaps.2. Ensure Rigor and Standard Alignment: Facilitate targeted professional development to align daily instruction and assessments with SC Academic Standards and SC Ready rigor.3. Optimize Core Curriculum: Adopt curriculum materials (CKLA) better tailored to cover required South Carolina standards.4. Implement Targeted Small-Group Instruction: Utilize cross-classroom 3rd-grade grouping to deliver data-driven remediation and extension for specific skill needs.5. Provide Ongoing Instructional Support: Conduct weekly coaching, grade-level collaboration, and PLCs focused on lesson internalization and differentiated support.

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<p><u>Current Goal #2:</u> 75% of students K-4 will meet or exceed their projected growth goal as measured by NWEA Map Literacy.</p>	<ol style="list-style-type: none"> 1. Conduct Student Data Conferences: Facilitate quarterly student-teacher data meetings to review progress toward individual fall growth targets and grade level benchmarks. 2. Integrate Comprehensive Literacy Curricula: Align core instruction across Orton-Gillingham, Heggerty, and CKLA to systematically cover all word-recognition and language-comprehension strands of Scarborough's Reading Rope. 3. Strengthen Multi-Tiered Support Systems (MTSS): Refine Tier 2 and Tier 3 identification and service delivery, prioritizing targeted small-group intervention grounded in UFLI and Orton-Gillingham methodologies. 4. Plan Continuous Advanced Enrichment: Design weekly extension activities during team planning to challenge students performing above grade level. 5. Implement Stack Audits for Real-Time Adjustments: Train teachers to execute weekly work-sample "stack audits" to instantly identify student misconceptions and adapt daily instruction.
<p><u>Current Goal #3:</u> 90% of K-2 students will meet proficiency of grade level concepts as outlined by Orton Gillingham spring benchmark assessment.</p>	<ol style="list-style-type: none"> 1. Utilize Real-Time Formative Checklists: Implement daily observational checklists during instruction to immediately identify skill gaps and make real-time instructional adjustments based on data collected. 2. Integrate Targeted Tier 2 Interventions: Prioritize small-group, general-education instruction that intentionally embeds Orton-Gillingham strategies to strengthen foundational phonemic awareness and decoding skills for Tier 2 students. 3. Build Universal Staff Capacity: Provide 100% of general education staff with official, week-long Orton-Gillingham training to ensure high-leverage implementation across all classrooms. 4. Protect Daily Tier 1 Literacy Blocks: Establish a dedicated daily Orton-Gillingham instructional period to deliver high-quality, structured literacy core instruction (Tier 1) to all students.