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? **11 teachers**
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? **3 teachers**
- How many teachers in your school are beginning Volume 1 of LETRS this year? **15 teachers**
- How many teachers in your school are beginning Volume 2 of LETRS this year? **12 teachers**
- How many CERDEP PreK teachers in your school have completed EC LETRS? **N/A**
- How many CERDEP PreK teachers in your school are beginning EC LETRS this year? **N/A**

<u>Section A</u>: 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.

**At Carolus Online Academy, students in grades kindergarten through fifth grade are assessed three times annually using the i-Ready Diagnostic. This benchmark evaluates students in the following domains: phonological awareness, phonics, high frequency words, vocabulary, literature comprehension and informational text comprehension. These domains are essential for achieving grade level standards. The K12 Stride ELA curriculum integrates principles of the Science of Reading, offering students the opportunity to develop and practice phonics, fluency, vocabulary and comprehension through a combination of synchronous and asynchronous instruction.**

<u>Section B:</u> 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.

**At Carolus Online Academy, kindergarten through 5th grade students participate in a rigorous, research-based English Language Arts (ELA) curriculum powered by K12/Stride. Aligned with the Science of Reading and structured literacy principles, this curriculum emphasizes foundational literacy skills. High-quality, authentic texts in various formats are used to introduce and reinforce essential literacy skills. The ELA program is designed to provide a comprehensive core reading experience, incorporating word recognition assessments and targeted instruction. Students are evaluated through both formative and summative assessments. Formative assessments, which do not affect grades, offer teachers real-time data to guide instruction, while summative assessments are computer-graded and appear at the end of each unit, measuring students' overall mastery of the material.**

**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.

**Carolus Online Academy utilizes data from the i-Ready diagnostic to identify students in need of targeted interventions. Based on a review of this data, Kindergarten through 5th grade students can be supported through tiered instructional groups lessons. Students also have a pathway with remediation lessons triangulated from their diagnostic data to fill any gaps in the domains of phonological awareness, phonics, high frequency words, vocabulary, literature comprehension and informational text comprehension.**

**Students who need more support are recommended for the school's Multi-Tiered System of Support (MTSS). Students who are identified as needing Tier II or Tier III support receive word recognition or language comprehension interventions in small group settings at least two to three times per week. Progress monitoring is conducted biweekly for Tier II students and weekly for Tier III students to track their growth and adjust interventions as needed.**

**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.

**Carolus Online Academy hosts parent teacher conferences to keep families aware of their students' progress. We also provide valuable parent support through scheduled "Coffee with Coaches" meetings, where the reading coach shares updates on reading resources, reading laws, retention updates and MTSS process and reading progress with parents. In addition, parents receive training and overview sessions on all reading platforms available to students for at-home learning. To further promote literacy in the home, COA hosts in-person events across the state under the "Carolus Cares" initiative. These events offer parents opportunities to engage directly with the reading coach, academic administrators, and teachers to discuss student reading progress and explore strategies for supporting literacy development at home.**

**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.

**At Carolus Online Academy, Kindergarten through 5th grade teachers participate in data-focused professional learning communities (PLCs) where the reading coach attends to monitor, support and analyze reading achievement and growth at the classroom level. In addition, these teachers meet to address both student and teacher needs related to reading progress. The COA MTSS team convenes monthly to review reading achievement data and make school-wide decisions for K-5 students. Teachers are invited to MTSS meetings as needed to discuss individual student needs and strategies for improving reading achievement.**

**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.

**Kindergarten through 5th grade teachers at Carolus Online Academy receive comprehensive training rooted in the Science of Reading, structured literacy, and foundational literacy skills through Stride/K12. This training is assigned by the school's administrators to ensure alignment with instructional goals. Additionally, teachers participate in professional learning communities led by the reading coach, where they receive ongoing professional development based on Science of Reading principles. This school year, both general education and special education teachers in K-5 will also engage in LETRS professional learning to further enhance their instructional practices.**

## Section G: Analysis of Data

| Strengths | Possibilities for Growth |
|---|---|
| • Comprehensive Assessments: Students are benchmarked with i-Ready three times annually, assessing phonological awareness, phonics, fluency, vocabulary, and comprehension which are all aligned to the Science of Reading. Teachers also use both formative and summative measures to monitor progress in real time.<br><br>• Collaborative Teacher Practices: Data-focused PLCs give teachers opportunities to analyze results, collaborate on interventions, and receive ongoing coaching. The reading coach provides direct support in both professional learning and MTSS monitoring.<br><br>• Commitment to Professional Learning: Teachers are actively participating in LETRS and Science of Reading training, showing a schoolwide commitment to strengthening literacy instruction. Special education and general education teachers are included, supporting consistency across classrooms. | • LETRS Completion Rates: Only 3 teachers have fully completed Volumes 1 and 2 of LETRS. Increasing completion would ensure deeper teacher expertise and stronger consistency in literacy instruction schoolwide.<br><br>• Parent Support Depth: Parents are offered multiple engagement opportunities, but some may need more practical modeling of strategies<br><br>• Sustainability of Professional Development: With many teachers still in early stages of LETRS, the school will need a clear plan for ongoing support, coaching, and application of training to ensure the strategies translate into daily instruction. |

**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 |
|---|---|
| Previous Goal #1 (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY from 51.2 % to 38.2 % in the spring of 2026 | For SY 24-25, 33% of students in 3rd grade scored Does Not Meet in their SC Ready test. This meets the goal that was previously set. |
| Previous Goal #2: By the end of the 2024-2025 school year, Carolus Online Academy will reduce the percentage of 1st-5th grade students scoring at or below the 20th percentile on the MAP Growth assessment from 24.6% to 15%. Progress will be monitored after each assessment window, with targeted interventions and professional development supporting this goal, to be achieved by the spring assessment. | At the end of the 24-25 school year, 36.9% of students in 1st-5th grade scored at or below the 20th percentile. |
| Previous Goal #3: By the end of the 2024-2025 school year, Carolus Online Academy will reduce the percentage of kindergarten and first grade students scoring at or below Level 1 in phonics and word recognition on the MAP Reading Fluency assessment from 25.1% to 15%. Progress will be monitored after each assessment, with targeted interventions and professional development in phonics and word recognition strategies supporting this goal, to be achieved by the spring assessment. | This data is no longer available as we no longer use this tool. |

**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 |
|---|---|
| Current Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 24% to 40% in the spring of 2026. | LETRS Training and Implementation<br><br>- Ensure all K–5 teachers engage in LETRS professional learning.<br>- Support teachers in applying Science of Reading strategies in daily instruction. |
| Current Goal #2: Increase the percentage of kindergarten through second grade students scoring on or above grade level on i-Ready reading benchmark by the end of the year from 55% to 70% for kindergarten, 43% to 60% for 1st grade and 26% to 50% for 2nd grade. | Targeted Small Group Instruction<br><br>- Use i-Ready and formative data to create flexible small groups.<br>- Provide targeted support in word recognition, fluency, vocabulary, and comprehension. |
| Current Goal #3: Increase the percentage of 4th- 5th graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 27% to 40% for 4th grade and from 24% to 40% for 5th grade | i-Ready Remediation Pathways<br><br>- Assign individualized online lessons based on diagnostic results.<br>- Monitor progress weekly to ensure completion and growth in identified domains.<br><br>K12 Tutoring Initiative (Grades 2 & 3)<br><br>- Implement small group tutoring sessions focused on foundational literacy skills. |

- Track student participation and progress toward closing skill gaps.

High-Quality Tier I Instruction (K12 Curriculum)

- Ensure Tier I instruction is standards-aligned and grounded in structured literacy practices.
- Provide ongoing support for teachers in delivering whole-group lessons effectively.

MTSS Support and Monitoring

- Identify and provide Tier II and Tier III interventions for students not meeting grade-level expectations.
- Progress monitor students biweekly (Tier II) and weekly (Tier III).
- Use MTSS team meetings to adjust interventions and supports.

Professional Learning Communities (PLCs)

- Conduct data-focused PLCs for K–5 teachers to review student performance, share strategies, and plan instruction.
- Use PLCs to monitor implementation of LETRS strategies and instructional practices.

Parent Engagement and Support Sessions

- Host "Coffee with Coaches" and parent training sessions to share strategies for supporting literacy at home.
- Provide updates on student progress, reading platforms, and ways to reinforce skills at home.