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2025-2026 Primary and Elementary Reading Plan

District Name	Greenwood 50
School Name	Pinecrest Elementary School
Principal Name	Taylor Crosby
Principal Email	crosbyt@gwd50.org
Optional: Reading Coach Email	goldmanty@gwd50.org

Section A: Five Pillars of Reading Instruction

Describe how reading assessment and instruction for all 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.	Our school has adopted Open Court for our reading curriculum. Each of these components are incorporated into the lessons within the curriculum. You begin to see a shift in third grade to a heavier focus on word analysis and comprehension in text versus the foundational skills of reading. Open Court coupled with Heggerty in the younger years helps to build a strong explicit instructional approach for our teachers in addressing the ELA standards with our students. Assessments are built in throughout the course of the curriculum that match the appropriate grade level standards.
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Section B: Foundational Literacy Skills, Continued

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.	As a school and district, students are provided a systematic explicit approach to teaching the foundational literacy skills through the utilization of the Open Court curriculum.
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Section C: Intervention

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.

Renaissance STAR assessment is utilized as our school and district Universal Screener. This screener allows teachers to zoom in on foundational skills that may need to be addressed in order to make a student a more proficient reader. It also allows teachers to identify students who may need more intensive instruction based on the outcomes of the screener. Our school has a designated time during the day to provide support for identified students. We utilize progress monitoring to monitor students within the intervention they are receiving from their teacher.

Assessment data points are also utilized to identify students who may benefit from our afterschool and/or Intercession days that are provided throughout the school year.

Section D: Supporting Literacy at Home

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.

We host a literacy parent night where we focus on strategies that can be utilized at home to support their learner.

All Prek-2nd grade teachers host parent conference nights during the school year to provide foundational support for parents with valuable information that they can do at home to help continue to build phonemic awareness, vocabulary and oral language.

Section E: Progress Monitoring

Document how the school provides for progress monitoring of reading achievement and growth at the school level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.

As a school, data is triangulated based on classroom assessments, formative assessments, summative assessments, universal screeners, etc. This data paints a picture of individual students, classrooms, grade levels and school. This allows MTSS committees to look to evaluate if there is a Tier 1 problem or if it is truly a deficit for a student and what next steps need to be taken to ensure proficiency for each student, class, grade level, etc.

Section F: Teacher Training

Explain how the school will provide teacher training based in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students.

The school district provides a variety of professional development opportunities in regards to all of the above. We have district wide trainings that are offered where our teachers can pick which training topic/strategy may be the biggest benefit for them as a teacher holistically or within the group of students they are serving at that moment. Literacy Coaches also provide school specific training based on the needs of the school based on data. The coaches also provide individual teacher coaching based on the classroom data and/or observations within the classroom.

A large percentage of our teachers are either involved in or completed the LETRS training provided from the state.

Section G: District Analysis of Data

Strengths

Our school strength is increasing student achievement in reading fluency. Through the use of Open Court Phonics and Reading, we are able to increase academic growth to the next level. This helps provide strong decoding and comprehension

Possibilities for Growth

Our area for growth is working on reading comprehension across all grade levels and in both fiction and nonfiction texts. We will also continue to work on building vocabulary in our multilingual learners. This will help those learners be better prepared for reading comprehension and writing.

Description Area

*Note: The three questions below are included this year to gauge school-level LETRS implementation. "Eligible" teachers for state-funded LETRS training: K-3 Classroom Teachers, Reading Coaches, Reading interventionists, K-3 Special Education Teachers, School Administrators

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?

6

How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?

12

How many eligible teachers in your school are beginning Volume 1 of LETRS this year?

2

How many eligible teachers in your school are beginning Volume 2 of LETRS this year? 6

How many CERDEP PreK teachers in your school have completed EC LETRS? 1

How many CERDEP PreK teachers in your school are beginning EC LETRS this year? 0

Section H: Previous School Year SMART Goals and Progress Toward those Goals

Previous Goal #1	Goal for 2024-2025 Reduce the percentage of students scoring DNM from a baseline of 15% in Spring 2024 to 10% in Spring 2025.
Goal #1 Progress	We did improve beyond our goal. We had only 7.58% score in the Does not Meets category for SC READY 2025 in the 3rd grade.

Section I: Current Year SMART Goals and Action Steps Based on Analysis of Data

Description Area	For all schools serving third grade students, goal #1 MUST read:Third Grade Goal: Increase the percentage of third graders scoring Meets and Exceeds in the spring of [previous school year] as determined by SC READY from __% to __% in the spring of [current school year].
Current Goal #1	Goal #1: Increase the percentage of third grade students scoring Meets or Exceeds in the spring of 2025 as determined by SC READY from 56.06% to 70% in the spring of 2026.
Goal #1 Action Steps	We will continue to implement Open Court Green and Red Band. We will also continue to implement HIP time (Independent reading) to build reading stamina in these students. We will also be adding extensions
Current Goal #2	Goal #2: Increase the percentage of students in all grades scoring Meet and Exceeds in the Spring of 2025 as determined by SC READY from 71.54% to 75% in the spring of 2026.

Goal #2 Action Steps

We will continue to implement Open Court Green and Red Band.
We will also continue to implement HIP time (Independent reading) to build reading stamina in these students.
