Midlands STEM Charter School

854 US HWY 321 Business Bypass, Winnsboro, SC 29180 / 803-815-1524

Elementary Reading Plan

School Name	Midlands STEM Charter School
Principal's Name	Christine D. Corbett
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LETRS Questions:

How many teachers in your school have completed Volume 1 ONLY of LETRS? 1
How many teachers in your school have completed Volumes 1 and 2 of LETRS? 2
How many teachers in your school are beginning Volume 1 of LETRS this year? 3
How many teachers in your school are beginning Volume 2 of LETRS this year? 1
How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? 0
How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year? 1

Section A: Five Pillars of Reading Instruction

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.
Reading assessment and instruction at Midlands STEM Charter School are aligned with the 2024 SCCCR ELA standards, integrating the core pillars of literacy: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Grounded in Scarborough's Reading Rope and the science of reading, our curriculum addresses both language comprehension and word recognition through balanced Tier 1 instruction, including whole-group lessons, small groups, strategy groups, and one-on-one conferencing. To deliver systematic, standards-based instruction, we utilize *HMH Into Reading* alongside *University of Florida Literacy Institute (UFLI)* for explicit, sequential phonics in grades K4–2. Daily lessons incorporate shared and close reading, interactive read-alouds, and varied writing practices. Student progress is continuously tracked using a robust assessment framework—including K-5th grade MAP, HMH unit assessments, and iSTEEP assessments. MAP and iSTEEP assessments

provide a comprehensive measure of growth toward grade-level proficiency.

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.

Word recognition assessment and instruction for K5–5th grade students at Midlands STEM Charter School are grounded in structured literacy and the science of reading. We deliver explicit, systematic, and sequential instruction that guides students through a logical progression from phonological awareness and letter-sound correspondence to advanced decoding and word structures.

Instruction is anchored by *HMH Structured Literacy*, targeting decoding, encoding, vocabulary, and comprehension. For K4–2 students, *University of Florida Literacy Institute (UFLI)* provides systematic, multisensory phonics instruction to establish foundational decoding skills. Student growth is continuously evaluated using lesson assessments—measuring phonological awareness, letter-sound knowledge, word accuracy, and fluency—to generate actionable data that directly informs differentiated instruction.

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.

Midlands STEM Charter School strategically utilizes universal screener and diagnostic assessment data to guide student intervention pathways in alignment with the **GCS MTSS Framework**. By integrating assessment data from **NWEA MAP, UFLI, and iSTEEP** along with other formative and summative evaluations, the school ensures each student receives targeted, appropriate support to promote reading development across a multi-tiered system.

Universal screeners—particularly UFLI and iSTEEP assessments—are aligned with **Scarborough's Reading Rope** and serve a critical role in identifying specific learning needs. They provide granular insights into key literacy domains:

- Phonological awareness
- Decoding
- High-frequency word recognition
- Background knowledge
- Vocabulary

Detailed reports generated by UFLI and iSTEEP empower educators to make data-driven decisions regarding core classroom instruction and supplemental intervention needs.

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Tiered Instructional Model

Tier 1: Core Instruction

- **Target Group:** Students classified as **Low Risk** (scoring at or above the 55th percentile on NWEA MAP measures and standardized assessments, while meeting expectations on Common Formative Assessments [CFAs]).
- **Instructional Approach:** Delivered through the general classroom curriculum.
- **Monitoring & Support:** Continuous monitoring occurs via Professional Learning Communities (PLCs) and CFAs. If instructional gaps arise, teachers apply targeted adjustments directly within Tier 1 core instruction.

Tier 2: Targeted Support

- **Target Group (Some Risk):** Students scoring between the 30th and 54th percentiles on the NWEA MAP composite/individual strands, or those performing below expectations on power standards in formative assessments.
    - **Intervention:** Small-group instruction led by the classroom teacher and instructional assistant targeting isolated skill deficits (e.g., phonological awareness, decoding). May incorporate teacher-led instruction or iSTEEP intervention lessons and Progress Learning Tutoring.
- **Target Group (Higher Risk):** Students scoring below the 30th percentile on NWEA MAP measures and consistently performing below expectations on formative assessments.
    - **Intervention:** Small-group reading interventions **3–4 times per week** utilizing evidence-based programs such as UFLI to accelerate reading growth.

Tier 3: Intensive Support

- **Target Group (High Risk):** Students scoring below the 29th percentile on the NWEA MAP composite and individual strands or exhibiting severe risk across multiple strands (such as Fluency and Comprehension in grades 2+). These students typically show significant risk of low performance on standardized assessments (e.g..SC READY).
- **Intervention:** In addition to the standard 90-minute daily reading/writing block, students receive **daily, 30-minute small-group interventions** led by certified instructors using evidence-based programs (e.g., UFLI, iSTEEP, IXL, Progress Learning Interventions).

Conclusion

By continually evaluating NWEA MAP, iSTEEP, and UFLI diagnostics alongside classroom formative assessments, Midlands STEM Chapter School maintains a responsive framework that supports all learners—from those working at grade level to those requiring intensive intervention—to achieve long-term reading success.

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.

1. In-Person Alignment: Parent-Teacher Conferences

We use scheduled **parent-teacher conferences** as our primary method to align home and school expectations. In these meetings, educators review student progress metrics directly with parents, discuss individual student reading interests, and establish collaborative home support goals. This face-to-face setting allows us to address specific parental questions and demonstrate literacy support techniques in real-time.

2. Physical Deliverables: Take-Home Strategy Letters

During these conferences, teachers hand parents a structured, one-page **strategy letter** to take home. This document provides direct instructions for simple, daily literacy routines, including:

- **Fluency Practice:** Explicit instructions for "Shared Reading" (alternating pages between parent and student) and repetitive oral reading of familiar texts.
- **Comprehension Prompts:** A checklist of three specific, open-ended questions (*"What do you think happens next?"*, *"Why did the character do that?"*, and *"How would you change the ending?"*) for parents to ask during reading.
- **Functional Literacy Integration:** Concrete tasks parents can delegate to students, such as drafting family grocery lists, writing thank-you notes, and reading environmental print like street signs and product packaging.

3. Digital Continuity: The Online Maverick Library

To provide continuous access to reading materials outside of school hours, our system directs parents to digital school resources. We instruct families to visit the official **Midlands STEM Charter School webpage (midlandsstem.org)** and navigate to the **Maverick Library** link under the student resources tab. This online portal provides families with centralized access to digital book collections, reading tools, and curated educational platforms from any internet-connected device at home.

Section E: Progress Monitoring

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 Midlands STEM Charter School, progress monitoring of reading achievement and growth is comprehensive and multi-faceted, ensuring that students are consistently working toward grade-level proficiency in reading. Our approach incorporates various tools and assessments to track progress and guide decisions about interventions.

Three key tools are NWEA MAP, iSTEEP, and UFLI assessments, which provides continuous data on students' reading growth. For example, students are expected to demonstrate a growth standard of **1 point per week** (or **0.3 points per week** depending on the specific reading metric or tool subtest) as an initial starting point to establish the student's *aimline* (projected trend line), to ensure they are progressing toward grade-level expectations. Teachers can view each student's Estimated *aimline.* The progress monitoring data

serves as a critical gauge of overall progress and allows teachers to adjust instruction as needed.

In addition to iSTEEP, our school uses UFLI for progress monitoring, especially for students in kindergarten through 2nd grade. This tool provides regular checks on foundational reading skills, ensuring that students are making steady progress in areas like phonological awareness, decoding, and high-frequency word recognition.

For students in grades 3-5, HMH unit assessments, Progress Learning benchmark assessments, and iSTEEP progress monitoring assessment helps gauge student progress and predict summative outcomes. Unit assessments are designed to identify student understanding of key state standards, provide insights into student strengths and learning gaps, align continuous improvement work, predict student outcomes on objectives and standards. Based on the results, teachers organize strategy groups to target skill deficits and provide more focused, small-group instruction.

Progress monitoring data from all these sources is reviewed using the MTSS Protocol. Additionally, our school documents all interventions and conducts monthly data dives ensuring that support strategies are tracked and adjusted as needed. By combining real-time data UFLI, progress monitoring through iSTEEP, and unit assessments, MIdlands STEM Charter School ensures that every student's reading growth is closely monitored and that instructional interventions are tailored to meet individual needs, helping all students work toward grade-level reading proficiency.

Section F: Teacher Training

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.

Midlands STEM Charter School is committed to supporting student reading achievement by providing ongoing, evidence-based professional development rooted in the science of reading, structured literacy, and foundational literacy skills. Our professional development plan equips educators with high-leverage instructional strategies through research-backed programs and structured collaboration.

- LETRS (Language Essentials for Teachers of Reading and Spelling): Teachers participate in extensive LETRS training to deepen their expertise in structured literacy and key foundational skills, including phonological awareness, phonics, and fluency. To translate learning into practice, weekly Professional Learning Community (PLC) meetings feature LETRS case study discussions where teachers collaborate on classroom implementation.
- HMH Into Reading: To ensure successful implementation of our adopted core curriculum, Midlands STEM Charter School provides a 9-week overview training aligned with school professional development. Ongoing coaching cycles complement this training, offering individualized feedback and guidance to help teachers effectively deliver curriculum strategies.
- UFLI Training and Coaching: Designed for K–1 educators and targeted support staff, this program delivers initial training and follow-up coaching focused on explicit, systematic phonics instruction and decoding skills. Coaching sessions allow teachers to observe model lessons, receive targeted instructional feedback, and refine early literacy practices.
- iSTEEP: Training will be provided on effectively and effectively using iSTEEP for screening, diagnostic, intervention, and progress monitoring to ensure students are provided the best instruction for individual reading growth.

- Data Dives and Collaborative Support: Monthly data dives serve as the foundation of our collaborative professional learning model. Grade-level teams meet alongside Special Education (SPED) teachers, Multilingual Learner Program (MLP) staff, literacy specialists, and instructional coaches to analyze instructional challenges, share effective practices, and continuously improve reading outcomes for every student.

Through this integrated approach—combining LETRS, HMH Into Reading, UFLI, and collaborative data dives—Midlands STEM Charter School empowers teachers to deliver rigorous, science-based literacy instruction tailored to every learner's needs.

Section G: Analysis of Data

Strengths:

Our team's greatest strength lies in their expertise, dedication, and implementation of research-backed instructional practices grounded in the science of reading. Skilled in structured literacy, our teachers utilize a diverse array of tailored materials to meet the unique needs of every learner. Ongoing professional development—including programs like LETRS, HMH Into Reading, and UFLI—ensures our staff stays at the forefront of literacy research and effectively translates it into daily classroom instruction.

A core pillar of our instructional approach is our commitment to data-driven practice. Teachers routinely analyze assessment data to pinpoint specific student needs, adjust instruction, and deliver targeted interventions. This approach is reinforced within our data dives, where educators collaborate to refine strategies, share insights, and continuously elevate teaching methods.

By combining high-quality, science-of-reading-aligned materials with robust support from our interventionists, instructional coach, and literacy specialist, our team fosters an engaging and challenging learning environment that drives student literacy growth and overall academic success.

Possibilities of Growth:

1. Cross-Curricular Literacy Integration:

Expanding literacy instruction across all subject areas presents a key growth opportunity. Embedding targeted reading and writing strategies into science, social studies, and mathematics will reinforce comprehension and critical thinking skills in diverse academic contexts.

2. Continuous Science of Reading Training:

While our staff has made significant strides in adopting the science of reading, ongoing professional development remains vital. Sustained training will deepen teacher expertise and ensure instructional

practices remain aligned with the latest educational research.

3. Job-Embedded Implementation & Support:

Ensuring educators consistently translate professional learning into daily instruction is essential for driving student achievement. Dedicated coaching cycles, peer observations, and structured follow-up support will empower teachers to confidently apply new, research-grounded strategies.

4. Enhanced Tier 1 Interventions & Progress Monitoring:

Strengthening individualized interventions and progress monitoring within Tier 1 instruction will optimize targeted classroom support. Leveraging assessment data more effectively to refine intervention strategies will ensure better outcomes for students developing core reading skills.

By prioritizing cross-curricular literacy, ongoing science of reading training, job-embedded coaching, and refined Tier 1 interventions, our school will accelerate literacy achievement and support total student growth.

Section H: 2026-2027 School SMART Goals and Progress Toward those Goals

Please provide your previous school 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): Increase the percentage of third graders scoring Meet and Exceeds in the spring of 2025 as determined by SC Ready from 31% to 51% in the spring of 2026	The percentage of third grade students scoring Meets and Exceeds on SC Ready in the spring of 2026 was 42.9%.
Previous Goal #2: Increase the percentage of second graders scoring Meets and Exceeds in MAP Reading achievement from 60% to 70% by the spring of 2026	The percentage of second grade students scoring Meets and Exceeds in MAP Reading achievement was 55%.

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Previous Goal #3:	

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 34% to 44 % in the spring of 2027.	**Targeted Intervention Groups** ● Identify at-risk students using NWEA MAP, iSTEEP, and formative assessments. ● Provide small-group interventions with programs like UFLI and iSTEEP Interventions. ● Monitor progress weekly through assessments and iSTEEP reports. **Increase Tier 1 Small Group Instruction** ● Expand Tier 1 small group instruction focused on phonics, fluency, vocabulary, and comprehension. ● Adjust instruction based on monthly data reviews during Data Dive meetings. **Professional Development** ● Provide ongoing training in the science of reading via LETRS and HMH Into Reading.

	● Conduct weekly Data Dive meetings for case studies, strategy discussions, and instructional support. **Progress Monitoring** ● Track growth using iSTEEP and UFLI checks. ● Review data monthly Data Dives to adjust instruction and interventions. **Parental Engagement** ● Share NWEA MAP Parent Reports and conduct parent-teacher conferences. ● Provide literacy support strategies through newsletters and workshops. **Benchmark Assessments** ● Administer MAP in fall, winter, and spring. ● Use data to provide differentiated instruction and reteaching as needed.
<u>Current Goal #2 (Fourth Grade Goal):</u> Increase the percentage of fourth graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 37% to 46% in the spring of 2027.	**Targeted Intervention Groups** ● Identify at-risk students using NWEA MAP, iSTEEP, and formative assessments. ● Provide small-group interventions with programs like UFLI and iSTEEP Interventions. ● Monitor progress weekly through assessments and iSTEEP reports. **Increase Tier 1 Small Group Instruction** ● Expand Tier 1 small group instruction focused on phonics, fluency, vocabulary, and comprehension. ● Adjust instruction based on monthly data reviews during Data Dive meetings. **Professional Development** ● Provide ongoing training in the science of reading via LETRS and HMH Into Reading.

	● Conduct weekly Data Dive meetings for case studies, strategy discussions, and instructional support. **Progress Monitoring** ● Track growth using iSTEEP and UFLI checks. ● Review data monthly Data Dives to adjust instruction and interventions. **Parental Engagement** ● Share NWEA MAP Parent Reports and conduct parent-teacher conferences. ● Provide literacy support strategies through newsletters and workshops. **Benchmark Assessments** ● Administer MAP in fall, winter, and spring. ● Use data to provide differentiated instruction and reteaching as needed.