

Directions for Completing 2024–25 District and School Reading Plans

Beginning in Fiscal Year 2015, each district has prepared a comprehensive annual reading proficiency plan for prekindergarten through twelfth grade by responding to questions and presenting specific information and data in a format specified by the Read to Succeed Office at the South Carolina Department of Education (SCDE) as required by Act 284, Read to Succeed. Each district's PK–12 reading proficiency plan presented the rationale and details of its blueprint for action and support at the district and school levels. The legislation also required districts and schools to monitor their plan's implementation, use data to make improvements and inform revisions for subsequent years.

District and school reading implementation plans (*also referred to as reflection tools*) ensure alignment of instruction and intervention to the science of reading and the administration of valid and reliable assessments. A well-structured reading plan should also reflect the state's implementation of a Multi-Tiered System of Support (MTSS) through the systematic implementation of evidence-based practices, targeted intervention to close the reading achievement gap, and provision of enrichment opportunities for advanced readers. Incorporating SMART goals and actionable steps shall be sufficiently detailed to provide practical guidance for classroom teachers to improve reading and writing instruction to meet all students' needs.

The current deadline for district and school reading plan submission is **October 11, 2024**. All school and district plans should be submitted using the Formstack survey links below.

- [District Literacy Reflection Tool](#)
- [Primary and Elementary School Literacy Reflection Tool](#)
- [Middle School Literacy Reflection Tool](#)

A hard copy of all literacy tools may be found here: <https://ed.sc.gov/instruction/early-learning-and-literacy/read-to-succeed/reading-plans-state-district-and-school/>.

Part 1: School-Level Literacy Reflection Tools

The *Primary and Elementary Literacy Reflection Tool* and the *Middle School Literacy Reflection Tool* help schools assess the implementation of the assurances required by Read to Succeed and help document progress toward meeting goals. Reflection tools are intended to reveal areas of strength and areas of opportunity. The narrative responses will guide the school in creating one to three goals and developing action steps based on the overall assessment of progress toward implementing Read to Succeed.

How to:

1. The school literacy leadership team will collectively respond to each section of the appropriate literacy reflection tool (elementary or middle) by generating detailed, narrative responses.
2. The school literacy leadership team will reflect on their school's strengths and areas of growth opportunity.
3. The school literacy leadership team will review previous school year SMART goals and provide quantitative and qualitative data demonstrating progress made towards those goals.

4. The school literacy leadership team will develop one to three SMART goals and action steps based on the analysis of school data for the 2024-2025 school year.
 - a. *Schools serving third-grade students must use the Third Grade Proficiency Goal as one of their goals.*
5. The school literacy leadership team will provide the number of LETRS completers (Volume 1 and Volume 2) at their school.
6. The school literacy leadership team will submit the plan to the district office through a process established by the district.
7. School administrators will submit their school literacy reflection tool through the link on page 1 of this document.
8. The school will receive a confirmation email containing their submission; the district office may request a copy of this submission to complete the district-level plan.

Part 2: District-Level Exemplary Literacy Reflection Tool

Reflection tools are intended to reveal areas of strength and areas of opportunity. The data captured from the District Reflection Tool will assist the district in determining action steps that will enhance student achievement. The narrative responses will guide the district in creating one to three district goals and developing action steps based on the overall assessment of progress toward implementing Read to Succeed.

How to:

1. The district literacy leadership team will review school plans to ascertain compliance with Act 114.
2. The district literacy leadership team will respond to each section of the District Reflection Tool by generating detailed, narrative responses.
3. The district literacy leadership team will reflect on their district's strengths and areas of growth opportunity.
4. The district literacy leadership team will review previous school year SMART goals and provide quantitative and qualitative data demonstrating progress made towards those goals.
5. The district literacy leadership team will develop one to three new SMART goals and action steps based on the analysis of school data for the 2024-2025 school year.
6. The district will enter the information requested into the Formstack link on page 1 of this document.
7. The district literacy leadership team will establish a system for maintaining school and district data for audits and monitoring visits by the SCDE.

Part 3: Posting Plans to Websites

Under the revised Read to Succeed Act, Act 114, all primary and elementary schools, as well as middle schools with 50% or more of students scoring at the lowest achievement level in Reading on the state summative assessment from 2023-24, shall prepare a school implementation reading plan, aligned to the district reading plan, and post on their school website annually.

How to:

1. The school literacy leadership team will submit their reading plan to the district office through a process established by the district.
2. Upon receiving district approval, schools will post their school reading plan to their school website by **October 15, 2024**.

3. Districts will monitor plans and support implementation at the school level.

Part 4: Sample SMART Goals for Consideration

- Sample School District will increase the percentage of students in grades 3–8 scoring meets or exceeds on SCReady, from 36% in spring 2023 to 41% in spring 2024.
- Reduce the percentage of 6–8 graders scoring Does Not Meet in the spring of 2023, as determined by SCReady, from 69% to 59% in the spring of 2024.
- Increase the percentage of students scoring C or higher on the EOC English exam from 42.35% in 2023 to the 2022 state average of 67.36% scoring C or higher in 2024.
- Sample School District will increase the number of K–8 students performing at or above grade level, as determined by iReady Diagnostic Data, from 37% (fall 2023) to 55% (spring 2024).

For questions or copies of last year's reading plan documents, contact Marie Gibbons at 803-734-0529 or mgibbons@ed.sc.gov.