

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? 1
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 6
- How many teachers in your school are beginning Volume 1 of LETRS this year? 6
- How many teachers in your school are beginning Volume 2 of LETRS this year? 1
- How many CERDEP PreK teachers in your school have completed EC LETRS? 2
- How many CERDEP PreK teachers in your school are beginning EC LETRS this year? 0

**Section A:** Describe how reading assessment and instruction for all PreK-5<sup>th</sup> 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.

E.B. Ellington PreK uses Creative Curriculum and Heggerty to support oral language, phonological awareness, phonics, and comprehension. K-2 uses the CKLA curriculum, which provides rigorous instruction and assessments to ensure that our students can comprehend text to meet grade-level ELA standards. Our 3-5 teams also use the CKLA curriculum, which provides rigorous instruction and assessments to ensure that our students can comprehend text to meet grade-level ELA standards. Our teachers support students in all grades with oral language development by both modeling and cultivating rich classroom discussions about text to build upon students' knowledge.

**Section B:** Document how Word Recognition assessment and instruction for PreK-5<sup>th</sup> grade students are further aligned to the science of reading, structured literacy and foundational literacy skills.

PreK uses Creative Curriculum and Heggerty. The PreK teachers use observational rubrics embedded in the curriculum to assess foundational literacy skills. K-2 uses CKLA Skills and Knowledge, and 3-5 uses CKLA Knowledge. CKLA Skills Strand explicitly teaches phonological awareness, phonics, fluency, morphology, spelling, and handwriting through practice in decodable texts. CKLA Skills is assessed through a performance assessment at the end of each unit. CKLA Knowledge Strand focuses on building students' background knowledge and vocabulary in multiple content areas through rich, sequenced read-alouds and discussions. The Knowledge Strand works in tandem with the Skills Strand to ensure students can both read to learn and learn to read by providing the necessary comprehension support through context-rich exposure to academic vocabulary and complex ideas. CKLA Knowledge is assessed through a benchmark assessment three times a year. K-5 students are also administered the i-Ready benchmark assessment three times per year. Students in grades 1-5 are administered the FastBridge CBMr benchmark assessment three times per year to assess oral reading fluency. Students in grades 1-2 are progress monitored monthly using the FastBridge CMBr. Students in grades

South Carolina Department of Education  
Read to Succeed **Primary and Elementary** Reading Plan  
2025-2026

3-5 who receive tier 2 literacy intervention are progress monitored biweekly using the FastBridge CBMr. All of the data listed above is analyzed in CLT meetings, within grade level teams, and by the Literacy Team, and used accordingly to make changes as needed.

**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-5<sup>th</sup> grade who have failed to demonstrate grade-level reading proficiency.

We use iReady as our universal screener in the Fall, Winter, and Spring. We also screen our students with the SIPPS placement assessment, and if they fail to demonstrate grade-level reading proficiency they are placed in a tier 2 SIPPS intervention group. They are then monitored with SIPPS Mastery Assessments and Fast Bridge. We have recognized via school-wide data the need to have tier 2 intervention built into our school-wide schedule to address the needs of students who don't respond to tier 1 instruction alone. We have addressed this need by adding one hour of tier 2 instruction (Eagle Time) in the K-5 daily schedule. We analyze and cross reference all data points as a team to ensure our students get the support that they need to close the gap(s) in their reading. Grade level teachers meet weekly at CLTs and our Literacy Team meets once a month to discuss this data to make data driven decisions. The data collected on these screeners and formative assessments drive our teachers' lessons, small group instruction, tier 2 intervention, and tier 3 pull out intervention. In addition to tier 1 and tier 2 instruction, students that show significant gaps in learning also receive tier 3 (literacy intervention, special education services, and multi-lingual learner services) targeted small group instruction that is aligned with data to address skill deficits.

**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.

E.B. Ellington understands the important role that parents play in their child's education. Our teachers communicate with families in various ways and times throughout the year. This is done via parent conferences, data conferences, ClassDojo, phone calls, emails, and texts. Parents are given updates about their child(ren) and how they can support them at home with reading and writing. We also give out free books and access to reading books online with the support of our librarian. Finally, we also host an annual Literacy Night for all families to attend and learn more about how to support their child(ren) with reading and writing at home.

All K-3 parents also receive a Read to Succeed Family Letter, translated into 10+ languages, that outlines in family-friendly language: What is the Science of Reading?, What does the South Carolina Read to Succeed Act mean for my student?, How will the school keep me informed about my student's reading development?, How can I help my student become a good reader?, in addition to a direct link to the CCSD Read to Succeed webpage which includes even more ideas for supporting readers 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-5<sup>th</sup> grade intervention based on all available data to ensure grade-level proficiency in reading.

South Carolina Department of Education  
 Read to Succeed **Primary and Elementary** Reading Plan  
 2025-2026

E.B. Ellington monitors students’ reading achievement and growth in the classroom and at the school level in PreK-5th using several data points. We use the Universal Screeners (i-Ready and MyIGDIs), embedded curriculum assessments (Creative Curriculum & CKLA), and FastBridge. These data points are reviewed weekly team CLTs and at our monthly MTSS and Literacy Team meetings. We use this data to monitor progress and determine which students need to receive or be released from tier 2 and tier 3 interventions. This information is used to enhance the instruction in each classroom to meet students where they are and help them to close gap(s) in reading. This is used to create small groups in the school, tier 2 classroom instruction, pull-out tier 3 instruction, and if students need further evaluation for more assistance. We use SIPPS as a tier 2 intervention in 1st-5th-grade classrooms and monitor students’ progress through SIPPS Mastery Assessments and FastBridge CBMr to help close the gap in their reading skills. Similarly, our tier 3 interventionists use curriculum-based assessments and appropriate FastBridge progress monitoring assessments to monitor reading achievement and growth.

**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-5<sup>th</sup> grade.

Approximately half of our eligible teachers who need LETRS training have been trained. PreK-3 teachers who have not been trained in LETRS have already signed up to attend training this year. We have monthly CKLA support that teachers can choose to attend within our constituency district. Finally, our teachers’ growth and literacy development is also supported by our reading coach.

**Section G: Analysis of Data**

<b>Strengths</b>	<b>Possibilities for Growth</b>
<ul style="list-style-type: none"> <li>● SIPPS- 33 students have exited the program, 67 students moved to the next kit</li> <li>● i-Ready: High Frequency Words is a school-wide strength, 60% of our students are on or above grade level in this domain.</li> <li>● FastBridge: 60% of kindergarten is not “at risk.”</li> </ul>	<ul style="list-style-type: none"> <li>● Increase the percentage of students exiting the program by strengthening small-group instruction and closely monitoring mastery checks.</li> <li>● Build on the strength in High Frequency Words by transferring automaticity into comprehension and vocabulary within connected text.</li> </ul>

South Carolina Department of Education  
Read to Succeed **Primary and Elementary** Reading Plan  
2025-2026

	<ul style="list-style-type: none"> <li>● Increase the percentage of kindergarten students scoring above benchmark by strengthening early phonological awareness and letter-sound correspondence.</li> </ul>
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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
<p><u>Previous Goal #1 (Third Grade Goal):</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of [two school years prior] as determined by SC READY from 60.9% to 50.9% in the spring of 2025.</p>	<p>In 2025, the percentage of third grade students scoring Does Not Meet as determined by SC Ready was 16.7%. The number of third grade students who scored Does Not Meet was decreased by 44.2%.</p>
<p><u>Previous Goal #2:</u> Reduce the percentage of students scoring Does Not Meet in the spring of 2024 as determined by SC READY in fourth grade from 50% to 40% and in fifth grade from 45.8% to 35.8% in the spring of 2025.</p>	<p>In 2025, the percentage of fourth grade students scoring Does Not Meet as determined by SC Ready was 31.8%. The number of fourth grade students who scored Does Not Meet was decreased by 18.2%.</p> <p>In 2025, the percentage of fifth grade students scoring Does Not Meet as determined by SC Ready was 38.3%. The number of fifth grade students who scored Does Not Meet was decreased by 7.5%</p>
<p><u>Previous Goal #3:</u> Increase the percentage of students making annual growth on i-Ready reading in kindergarten from 56.4% to 75%; in first grade from 68.8% to 75%; and in second grade from 56.9% to 75%.</p>	<p>In 2025, the percentage of Kindergarten students who made annual growth on i-Ready reading was 36%. The percentage of Kindergarten students who made annual growth on i-Ready reading declined from 2024 to 2025 by 20.4%.</p> <p>In 2025, the percentage of first grade students who made annual growth on i-Ready reading was 56%. The percentage of first grade students who</p>

South Carolina Department of Education  
Read to Succeed **Primary and Elementary** Reading Plan  
2025-2026

	<p>made annual growth on i-Ready reading declined from 2024 to 2025 by 12.8%.</p> <p>In 2025, the percentage of second grade students who made annual growth on i-Ready reading was 46%. The percentage of second grade students who made annual growth on i-Ready reading declined from 2024 to 2024 by 10.9%.</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 3<sup>rd</sup> 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
<p><u>Current Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 35.7% to 38% in the spring of 2026.</p>	<ul style="list-style-type: none"> <li>● LETRS training</li> <li>● Targeted small group instruction</li> <li>● Targeted coaching support for novice teachers</li> <li>● Family data conferences</li> <li>● Targeted use of i-Ready to provide support for identified skill gaps.</li> <li>● Student goal setting &amp; conferences</li> <li>● Increase the volume of reading and writing during CKLA</li> <li>● Developing teacher leaders through the Guided Coalition to provide peer support.</li> <li>● School based professional development for SIPPS</li> </ul>

South Carolina Department of Education  
 Read to Succeed **Primary and Elementary** Reading Plan  
 2025-2026

	<ul style="list-style-type: none"> <li>● Use FastBridge data, SIPPS mastery assessments, and CKLA benchmarks to monitor progress to goal</li> </ul>
<p><u>Current Goal #2:</u> The 2025-2026 cohort of 1st grade students scoring “on grade-level” on i-Ready will increase from 55% in the spring of 2025 to 61% in the spring of 2026.</p>	<ul style="list-style-type: none"> <li>● LETRS training</li> <li>● Targeted small group instruction</li> <li>● Targeted coaching support for novice teachers</li> <li>● Family data conferences</li> <li>● Targeted use of i-Ready to provide support for identified skill gaps.</li> <li>● Student goal setting &amp; conferences</li> <li>● Increase the volume of reading and writing during CKLA</li> <li>● Developing teacher leaders through the Guided Coalition to provide peer support.</li> <li>● School based professional development for SIPPS</li> <li>● Use FastBridge data, SIPPS mastery assessments, and CKLA benchmarks to monitor progress to goal</li> </ul>
<p><u>Current Goal #3:</u> From June 2022 to June 2028, increase the percent of all students who are multilingual learners meeting annual progress toward ACCESS proficiency targets from 45.5% to 53.7%.</p>	<ul style="list-style-type: none"> <li>● Provide ongoing training in second language acquisition</li> <li>● ML Teacher and classroom teacher will analyze WIDA ACCESS data for MLs in their class</li> <li>● Co-plan with teachers to create lessons implementing language objectives in content areas</li> </ul>

South Carolina Department of Education  
Read to Succeed **Primary and Elementary** Reading Plan  
2025-2026

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|  | <ul style="list-style-type: none"><li>● Create shared folder of scaffolding tools (ex: sentence frames, visuals, etc)</li><li>● Teachers implement lessons with targeted language objectives</li><li>● Hold monthly co-planning sessions between ML teacher and grade level teams</li></ul> |
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