

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? 5
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 3
- How many teachers in your school are beginning Volume 1 of LETRS this year? 2
- 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? 0
- 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-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 Jane Edwards Elementary School, reading assessment and instruction for all PreK–5th grade students is thoughtfully designed to develop the critical components of literacy—oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension—in order to support mastery of grade-level English/Language Arts standards.

In PreK, we implement The Creative Curriculum, which is aligned with the South Carolina Early Learning Standards and encourages early critical thinking skills through a research-based, play-centered approach. Language and literacy development are embedded throughout the day as students engage in rich, hands-on learning experiences. Early literacy instruction includes targeted work with rhyme, letter sounds, letter identification, and onset sounds. Daily read-alouds build background knowledge and serve as models of fluent reading. In addition, PreK students receive explicit phonological awareness instruction using the Heggerty curriculum, which provides structured, daily practice in key early literacy skills foundational to future reading success.

From Kindergarten through 5th grade, Tier 1 instruction is delivered using the CKLA Amplify curriculum, a comprehensive, research-based program grounded in the science of reading. CKLA emphasizes oral language development and phonological awareness in the early grades, laying a strong foundation for phonics and decoding. As students progress, instruction systematically integrates fluency, vocabulary development, and comprehension strategies through engaging, content-rich texts and interactive lessons that support deep understanding and skill application.

To inform instruction and ensure personalized learning, we administer i-Ready Diagnostic assessments across Kindergarten through 5th. These adaptive assessments provide data on student performance across multiple literacy domains, including phonics, vocabulary, fluency, and comprehension. i-Ready’s individualized instructional pathways offer targeted practice to reinforce skills and accelerate growth based on each

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student’s specific needs. Teachers use formative and summative assessments within each curriculum to assess student learning. Additionally, myIGDIs (used in the CD class)/iReady/FastBridge and SC Ready state assessments evaluate mastery of the grade-level state standards.

For students identified as needing additional support—either through data or teacher observation—we use FastBridge for frequent progress monitoring (progress monitoring to include: Early Reading Composite for grades K-1st). FastBridge assessments provide timely, actionable data in areas such as oral language, phonological awareness, and decoding, helping educators adjust instruction and select appropriate interventions.

Our intervention services use the SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) curriculum, which delivers explicit, systematic instruction in phonological awareness, phonics, and fluency. SIPPS is designed to accelerate reading development for struggling readers by reinforcing foundational reading skills and supporting improved comprehension through stronger word recognition and decoding abilities. Students complete an informal assessment that places them within the different levels of the program. Students will receive instruction at the appropriate level.

This multi-tiered system of support—combining The Creative Curriculum and Heggerty in PreK, CKLA Amplify for Tier 1 core instruction (K-5th), i-Ready for universal screening and personalized learning, FastBridge for progress monitoring, and SIPPS for targeted intervention—ensures that all students receive high-quality, evidence-based literacy instruction. Together, these tools and practices equip students with the foundational and advanced reading skills necessary to successfully comprehend texts and meet or exceed grade-level English/Language Arts standards.

Section B: 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 Jane Edwards Elementary School, word recognition assessment and instruction for PreK–5th grade students is purposefully aligned with the science of reading, principles of structured literacy, and the development of foundational literacy skills to ensure that all students acquire the ability to accurately and fluently decode text—an essential component of reading comprehension.

In PreK, early word recognition skills are developed through The Creative Curriculum, which integrates language and literacy into meaningful, play-based experiences. Students engage in activities that build phonological awareness, letter identification, letter-sound correspondence, and print concepts—all foundational to word recognition. This is further supported by daily, explicit instruction in phonological awareness using the Heggerty curriculum, which provides systematic practice with skills such as rhyming, blending, segmenting, and isolating sounds. These early literacy experiences align with structured literacy practices by emphasizing explicit, sequential instruction in sound-symbol relationships.

From Kindergarten through 5th grade, word recognition instruction is delivered through the CKLA Amplify curriculum, which is grounded in the science of reading. CKLA provides systematic, explicit instruction in phonics, phonemic awareness, decoding, and spelling, ensuring students

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develop automaticity in reading. Lessons are intentionally sequenced to build from simple to complex skills and include ample opportunities for practice, aligned with structured literacy principles.

To assess students' word recognition development, we use i-Ready Diagnostic assessments across all grade levels. These assessments evaluate students' proficiency in phonological awareness, phonics, and decoding, and generate individualized instructional pathways targeting gaps in foundational skills. For students performing below grade level or receiving intervention, FastBridge assessments—such as Nonsense Word Fluency and CBMreading—are used for frequent progress monitoring to ensure students are making measurable growth in their decoding and fluency skills.

Students requiring additional support receive targeted intervention through the SIPPS curriculum, which is fully aligned with structured literacy and the science of reading. SIPPS provides explicit, systematic instruction in phonological awareness, phonics, word recognition, and fluency, with carefully scaffolded lessons that help students move toward automatic word reading and improved reading comprehension.

This comprehensive and cohesive approach—from PreK through 5th grade—ensures that word recognition instruction is research-based, explicitly taught, data-informed, and developmentally appropriate, enabling all students to build the strong foundation necessary for fluent, confident reading.

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.

Our school uses a data-driven approach to identify and support PreK-5th grade students who have not yet demonstrated grade-level reading proficiency by leveraging universal screener and diagnostic assessment data to determine targeted intervention pathways focused on either word recognition or language comprehension.

Students in kindergarten and first grade participate in the FastBridge earlyReading and aReading screeners, which assess foundational literacy skills and overall reading development. These assessments serve as universal screeners to identify students who may need additional support and help inform targeted, tiered interventions based on their specific skill needs.

We administer i-Ready as our universal screener across all grade levels. The adaptive diagnostic assessments provide a comprehensive profile of each student's reading skills, including phonics, decoding, vocabulary, fluency, and comprehension. This detailed data allows us to identify specific areas where students are struggling—whether in foundational word recognition skills or language comprehension.

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For students flagged through universal screening or teacher concern, we use FastBridge for more frequent progress monitoring and deeper diagnostic insights. FastBridge assessments focus on critical areas such as phonological awareness, decoding (word recognition), and oral language skills, helping us pinpoint whether a student’s primary challenges lie in word recognition or language comprehension.

Based on this combined data, students are placed into targeted intervention pathways:

- Students demonstrating difficulties with decoding, phonics, or fluency receive structured intervention using the SIPPS curriculum, which provides explicit, systematic instruction in word recognition skills aligned with the science of reading and structured literacy principles.
- Students needing support in oral language, vocabulary, or comprehension skills receive interventions aligned with language comprehension development, often supported through differentiated instruction within the CKLA Amplify curriculum or other targeted strategies.

Importantly, our educators engage in LETRS professional development, which provides them with in-depth knowledge and tools grounded in the science of reading to effectively teach reading, spelling, and related language skills to all students. This training enhances their ability to analyze assessment data and deliver evidence-based instruction with fidelity.

This data-informed and research-backed process ensures that interventions are precisely tailored to each student’s needs, maximizing their potential for growth and successful mastery of grade-level reading standards.

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.

Following each benchmark screener— i-Ready, and FastBridge—families receive a Family Report outlining their child's areas of strength, areas for growth, and suggested next steps for instruction. In the fall, teachers and families participate in Data Conferences to review initial literacy assessment results. During these conferences, parents are provided with a data conference sheet that includes links to parent-friendly ELA standards, along with practical strategies to support learning at home.

Throughout the school year, teachers maintain ongoing communication with families to discuss student progress and provide additional resources or suggestions for home support. To further strengthen school-home partnerships and promote literacy, Jane Edwards Elementary hosts an annual Family Literacy Night, offering families engaging opportunities to learn more about supporting their child's reading development.

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

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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-5th grade intervention based on all available data to ensure grade-level proficiency in reading.

Teachers regularly monitor student reading achievement and growth using both formative and summative curriculum-based assessments. These assessments may include, but are not limited to, activity book pages, exit slips, observation notes, and end-of-unit tests from the CKLA Amplify Curriculum.

Through the Data-Driven Instruction process within Professional Learning Communities (PLCs), teachers collaborate to analyze student performance on these assessments to identify skill gaps and areas for improvement. Based on the data, teachers provide targeted, differentiated small-group instruction to address individual student needs.

For students performing below the 25th percentile and receiving intervention support, weekly progress monitoring is conducted using FastBridge: Nonsense Word Fluency or FastBridge: CBMreading (which includes a comprehension component). The reading interventionist monitors each student's progress toward their literacy goals. If a student is not on track to meet their goal, a "phase change" is implemented. This may involve increasing instructional time, reducing group size, or modifying the intervention materials to better support the student's progress.

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.

At Jane Edwards Elementary, we are committed to ensuring that all PreK-5th grade students receive high-quality literacy instruction grounded in the science of reading, structured literacy, and foundational literacy skills. To support this, we provide ongoing and multi-tiered professional development opportunities for our educators.

Teachers engage in LETRS (Language Essentials for Teachers of Reading and Spelling) professional development, which equips them with in-depth knowledge of how children learn to read and the instructional strategies necessary to support all learners—including those with reading difficulties. LETRS provides a strong foundation in phonology, phonics, vocabulary, fluency, comprehension, and writing instruction aligned with the science of reading.

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In addition to LETRS, Jane Edwards partners with a literacy consultant who visits the school throughout the year to provide job-embedded training and support. These sessions offer targeted guidance to strengthen implementation of structured literacy practices across classrooms.

Teachers also have access to extended learning opportunities through the Charleston Educators Symposium, CCSD-sponsored continuing education sessions, and district-level workshops, which offer relevant, research-based sessions on literacy instruction, intervention, and data-informed teaching practices.

Professional development is further supported through collaborative Professional Learning Communities (PLCs) and ongoing coaching from the school's Reading Instructional Coach. During PLCs, teachers analyze student data, share instructional strategies, and refine their practice to ensure instruction is responsive and aligned with student needs. The Reading Coach plays a key role in providing real-time feedback, modeling lessons, and supporting lesson planning to reinforce foundational skills and structured literacy approaches.

Through these layered professional learning opportunities, Jane Edwards ensures that all teachers are equipped with the knowledge and tools necessary to deliver effective, evidence-based reading instruction that meets the diverse needs of all PreK-5th grade students.

Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> ● According to the SC Ready data, in 2023 the number of students meeting or exceeding in ELA was 42.3% for grades 3rd-5th. In 2024, the number of students meeting or exceeding in the content area of ELA was 52.2% for grades 3rd-5th. In 2025, the number of students meeting or exceeding in the content area of ELA was 53.8% for grades 3rd-5th. This shows an upward trend of students being proficient or exceeding in ELA according to SC Ready. ● According to 2025 SC Ready ELA data, students at Jane Edwards performed best in the domain area of Research and 	<ul style="list-style-type: none"> ● According to 2025 SC Ready ELA data, Reading-Literary Texts was the weakest domain for students at Jane Edwards. The percentage of students scoring low in this domain was 42%. An area of growth would be to emphasize skills needed to read literary texts. ● According to 2025 SC Ready ELA results, 53.8% of students at Jane Edwards met or exceeded in ELA for grades 3rd-5th. However, the percentage of minorities (African American and Hispanic students) meeting or exceeding in ELA for grades 3rd-5th was 33.3%. An area of growth would be to increase

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<p>Evaluating Ideas. The data shows that 73% of students scored “medium” or “high” in this area, with only 27% of students scoring “low.”</p> <ul style="list-style-type: none"> ● According to the 2025 SC Ready ELA data, 100% of students not in poverty scored met or exceeding for grades 3rd-5th. ● According to the i-Ready beginning of the year diagnostic for Fall of 2024-2025 school year, 34% of students were at or above grade level in grades K-5th. According to the i-Ready beginning of the year diagnostic for 2025-2026, 37% of students are at or above grade level for reading. This shows a slight increase in students being at or above grade level starting the year for the 2025-2026 school year in reading. ● The i-Ready Fall Reading diagnostic for 2025-2026 shows that 71% of 3rd graders are on or above grade level. 	<p>the number of minorities meeting or exceeding in the content area of ELA on the SC Ready State Assessment.</p> <ul style="list-style-type: none"> ● According to the 2025 SC Ready data, 42.9% of pupils in poverty met or exceeded in the content area of ELA for grades 3rd-5th. For pupils not in poverty, 100% met or exceeded in the area of ELA. A possible growth could be to increase the number of students scoring met or exceeding in ELA on SC Ready. ● According to the 2025-2026 Fall i-Ready diagnostic assessment for reading, only 13% of students in 5th grade are at or above grade level. This shows a possible growth could be to increase the number of 5th graders scoring at or above grade level.
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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 <u> 14 </u> % to <u> 13.5 </u> % in the spring of 2025..</p>	<p>Our 3rd Graders 'Does Not Meet' percentage for Spring 2025 is 16.7% because 1 of 6 students scored 'Does Not Meet'.</p>

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<u>Previous Goal #2:</u> N/A	N/A
<u>Previous Goal #3:</u> N/A	N/A

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
<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 66.7 % to 71 % in the spring of 2026.	<ul style="list-style-type: none"> • Ensure lesson plans are tightly aligned with the South Carolina ELA standards. • Provide targeted instruction during Tier 2 instruction in the classroom using small groups. • Provide targeted instruction in Intervention to students scoring 25% or less on the beginning of the year Reading diagnostic with i-Ready.

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	<ul style="list-style-type: none"> ● Teachers will participate in PLCs to ensure students are familiar with and using research based literacy strategies. ● Data check points will be used to inform instruction to include using Derivita Checkpoints and Fastbridge assessments. ● CCSD iReady specialist to visit school to meet with 3rd-grade teacher for targeted planning of personalized learning.
<p><u>Current Goal #2:</u></p> <p>Jane Edwards Elementary School will increase the percentage of students in grades 3–5 who score Meets and Exceeds Expectations on the SC Ready ELA assessment from 53.8% in spring 2025 to 61.9% by spring 2026.</p>	<ul style="list-style-type: none"> ● Students performing significantly below grade level (below 25th percentile) will receive targeted reading interventions. ● Weekly lesson plan submitted by teacher and reviewed by instructional coach to ensure targeted instruction. ● Engage in daily, rigorous CKLA lessons. ● Teachers will attend weekly PLCs to collaborate to share expertise, analyze student data, and work together to improve teaching practices and student outcomes alongside the Reading Instructional Coach. ● Students will consistently engage in individualized i-Ready lessons in order to receive targeted digital lessons. ● Teachers will monitor student progress and make adjustments to instruction, as needed.

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Current Goal #3:

Jane Edwards will increase the percentage of Pupils in Poverty scoring Meets and Exceeds Expectations on the SC Ready ELA assessment from 42.9% in Spring 2025 to 52 % by Spring 2026.

- Students who are slightly below grade level (approximately one year below) will participate in Tier 2 intervention services to fill missing foundational reading skills. Students who are two or more grade levels below will receive Tier 3 Interventions. These interventions will be intensive and individualized to ensure each student receives what is needed to address persistent gaps identified in i-Ready diagnostics (e.g., explicit phonics, decoding, vocabulary, and comprehension skills).
- Teachers will use formative assessments on a regular basis to inform their instruction.
- Students who are receiving Tiered Interventions will be progress monitored regularly (weekly) to assess growth with Fastrbridge.
- Teachers will continue to strengthen core instruction (Tier 1) through attending PLCs, LETRS training, and working with the Reading Coach to complete coaching cycles.
- CCSD i-Ready specialists will frequent the school to meet with teachers for targeted planning of personalized learning.
- Teachers will receive information on researched based strategies that work best with Pupils in Poverty from the Reading Coach during PLCs.