

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2026-2027

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? 3
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 7
- 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? 4
- 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 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.

Reading assessment and instruction for Pre-K students at Ashley River Creative Arts Elementary are implemented through Creative Curriculum. This comprehensive, research-based program incorporates language, literacy, and math through the use of thematic units centered around play and hands-on investigations. Our Pre-K students also engage in daily phonemic awareness using the Heggerty Phonemic Awareness program.

Our Pre-Kindergarten students are administered myIGDIs 1-on-1 as their diagnostic assessment in the fall, winter, and spring. myIGDIs is a kindergarten readiness assessment program with early literacy, numeracy, and social-emotional development indicators. The results are used to show if students are meeting growth expectations or require more intensive support. The assessments measure oral language, phonological awareness, alphabet knowledge, and comprehension.

Teachers in kindergarten through 5th grade utilize the Amplify CKLA curriculum for reading assessment and instruction. This curriculum is rooted in the science of reading: assessment, core curriculum, personalized learning, and intervention. Students in kindergarten through 2nd grade receive 60 minutes of phonics instruction and 60 minutes of reading and writing instruction. 3rd-grade students receive 120 minutes of core instruction. 4th and 5th-grade students receive 90 minutes of core instruction and 30 minutes of differentiated, small-group instruction. In addition, as an arts-integrated school, the literacy components are embedded within authentic arts experiences.

Kindergarten through 5th-grade teachers administer the i-Ready Inform assessment three times a year (fall, winter, and spring). Students are assessed in phonological awareness, phonics, high-frequency words, vocabulary, and comprehension. After the diagnostic, students are assigned personalized

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lessons to meet their individual needs. In Kindergarten and 1st grade, we assess students' phonological awareness, phonics, and fluency using FastBridge earlyReading subtests three times a year (fall, winter, and spring).

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 Ashley River Creative Arts Elementary, we are currently implementing CKLA beginning-of-the-year assessments in grades K-5th to determine entry levels for each student and identify the mastery or non-mastery of prerequisite skills. Teachers provide on-grade-level whole-group instruction to every student and scaffold instruction based on the pre-assessments to fill in gaps for Tier II and Tier III intervention. Students are also given the CKLA assessment at the middle and end of the year to measure their growth during the academic year.

Teachers review assessment results and classroom evidence to identify student and class strengths and needs, adjust instruction, provide differentiated practice, and determine when additional intervention or support is needed. This instructional sequence and ongoing, data-informed assessment process support students' progress toward grade-level literacy expectations.

Our teachers utilize the Amplify CKLA curriculum to introduce students to new vocabulary, incorporating weekly assessments and various activities to deepen their understanding of the content knowledge. Teachers are utilizing strategies from LETRS and UFLI as they implement explicit phonics instruction. Teachers are unpacking standards, learning goals, and assessments to understand what they are teaching.

In Kindergarten and 1st grade, we assess students using FastBridge (earlyReading subtests) to identify high-frequency words students know. The data gathered allows teachers to tailor instruction to expand students' vocabulary and word recognition skills.

Kindergarten, 1st grade, and 2nd grade CKLA Skills serve as the primary word recognition instructional program, providing an explicit, cumulative sequence of phonological awareness, phonics, decoding, spelling, and high-frequency word instruction, with opportunities for guided practice and application.

For phonemic awareness, we are integrating Heggerty in grades Pre-Kindergarten, Kindergarten, 1st, and 2nd grade daily to enhance students' phonetic skills (phonological awareness).

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 Pre-Kindergarten students are given the Dial-4 screener upon entering the pre-kindergarten program, and myIGIDIs three times per year (fall, winter, spring). In addition, our kindergarten and first-grade students are administered the Fastbridge (earlyReading subtests). Kindergarten teachers also administer the KRA to collect beginning-of-the-year readiness data during the first quarter of the school year.

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Students in Kindergarten - 5th grade take the i-Ready Inform assessment three times per year (fall, winter, spring). After each Inform, the MTSS and Literacy teams review the data by percentile, grade level placement, domains, and subgroups. Students who are performing below the 30th percentile overall in grades 2-5 are given the FastBridge Oral Reading Fluency assessment by the reading interventionist. This additional data point provides more information on the area of focus as we provide Tier II and Tier III intervention support.

The data are reviewed by the Literacy team to determine the need for classroom Tier II instruction, or Tier II/ Tier III instruction with a literacy interventionist or literacy assistant. Our Tier III pull-out intervention services implement the SPIRE Up curriculum for students in K-2, and 3-5 as needed for word recognition support. Students receiving Tier III pull-out intervention services in grades 1-5 receive support using the 95% Group curriculum for language comprehension. Students who receive Tier II intervention services are supported using the push-in model during reading instruction. Students with reading services through their IEP receive an individualized curriculum based on needs determined by the above assessments.

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.

After each i-Ready Inform, teachers send home the i-Ready For Families report for reading in grades K-5. This report explains students' placement levels and gives families ways to support their child and meet their needs based on the results of their diagnostic.

Every week, teachers send home print and digital newsletters letting families know what students will be learning for the week in reading, as well as tips for things to do at home.

All families are invited to and attend Open House at the beginning of the school year and a data conference each quarter and more frequently as needed. Families are provided with Caregiver Letters at the beginning of each ELA instructional unit that provide them with an overview of the standards that will be covered within the unit and strategies for families to engage in learning activities and provide support at home.

Our Literacy Team, led by our reading coach, teacher librarian, and teachers from various grade levels, hosts a Family Reading Night each year for families to learn about classroom instruction and the ELA curriculum. The team provides families with materials and activities they can use at home to support teaching and learning. The team also hosts reading initiatives throughout the year.

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

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

At Ashley River Creative Arts Elementary, we monitor reading achievement and growth using several methods. In Pre-Kindergarten, we use the myIGDIs assessments three times a year while providing targeted instruction based on student performance. Our Kindergarten and 1st-grade teachers administer FastBridge earlyReading subtests, in addition to the i-Ready diagnostic in grades Kindergarten through 5th.

Students in grades 3-5 are administered district ELA benchmark assessments and CKLA mid-unit and unit assessments.

Students in reading intervention are given weekly FastBridge assessments for progress monitoring. Students who score below the 30th percentile on i-Ready and/or FastBridge receive Tier II intervention inside the classroom and Tier III instruction outside of the classroom with weekly progress monitoring that is reviewed every four to six weeks to examine data trends and make changes if necessary.

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.

In partnership with the school district, our school-based leadership team provides teachers with a variety of professional development opportunities. Teachers attended district-level training on the science of reading, structured literacy, and foundational literacy skills from CKLA leaders. Our teachers also engage in Professional Learning Community sessions where they unpack the ELA standards and internalize CKLA units. They align assessments with the standards being addressed. Some teachers have participated in or are participating in LETRS (Language Essentials for Teachers of Reading and Spelling) training. Teachers also receive instructional feedback from regular classroom observations from the administrators and the instructional coach.

Section G: Analysis of Data

Strengths	Possibilities for Growth
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• School-wide implementation of the science of reading research-based curriculum • Implementation of planning sessions for teachers • Kindergarten through 5th grade WIN (What I Need) time for students to receive pull-out intervention, special education, and differentiated services without interrupting core instructional minutes • Monthly Literacy Team and MTSS meetings to analyze student data and student progress for students receiving Tier II and Tier III instruction • Weekly Professional Learning Communities	• Focus PLCs on data-driven instruction, including unpacking standards and analyzing student data and work samples to make instructional decisions to meet student needs • Increase the number of teachers participating in LETRS Professional Learning • Use formative data during WIN time to provide differentiated instruction
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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).

<u>Previous 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 74.7% to 81.5% in the spring of 2026.	In the Spring of 2026 we had 78.3% of third graders scoring Meets and Exceeds. Although we increased the number of third graders scoring Meets and Exceeds by 3.6%, we did not meet this goal.
<u>Previous Goal #2:</u> Increase the percentage of kindergarten and first grade students identified as Low Risk as measured by the FastBridge earlyReading from 71% in the Fall of 2025 to 81% in the Spring of 2026.	In the Spring of 2026 we had 59% of kindergarten and first grade students identified as Low Risk as measured by the FastBridge earlyReading assessment. We did not meet this goal.

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<u>Previous Goal #3:</u> Increase the percentage of students in kindergarten through fifth grade meeting their annual typical growth measure in the Spring 2025 as determined by iReady Reading from 62.6% to 81% in the Spring of 2026.	In the Spring of 2026 we had 63% of students in kindergarten through fifth grade meeting their annual typical growth measure as determined by iReady Reading. We did not meet this goal.
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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 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 2026 as determined by SC READY from 78.3 % to 79.4 % in the spring of 2027.	• Continue to implement the CKLA Amplify curriculum with fidelity • Analyze student data during weekly grade-level meetings and PLCs to make instructional decisions • Hold monthly Literacy Team meetings • Identify and provide intervention support for students performing at the bottom 25% as identified by ELA SCReady 2026 using a pull-out model during WIN (what I need) time • Use data-driven small group instruction during WIN time to provide targeted direct instruction

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	● Provide targeted intervention support for students in Tier II and Tier III (through in-class support with the teacher, pull-out from the resource teacher or interventionist) ● Quarterly parent conferences to monitor student progress and provide parents with ways to support students at home ● Provide families with the i-Ready For Families report after each i-Ready Inform (fall, winter & spring)
<u>Current Goal #2:</u> Increase the percentage of Kindergarten through fifth graders meeting their annual typical growth measure in the Spring of 2026 as determined by iReady Reading from 63% to 70% in the Spring of 2027.	● Analyze student progress after the winter and spring i-Ready diagnostic ● Targeted tiered intervention for students in the 25% percentile and below ● Personalized instruction using student individual pathways and additional i-Ready resources: instructional groupings, teacher toolbox, prerequisite (math), and scaffolding (reading) reports to provide targeted differentiated instruction ● Use WIN (what I need) time to provide targeted differentiated instruction