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? 12
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 33
- 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? 12
- How many CERDEP PreK teachers in your school have completed EC LETRS? We do not have PreK
- How many CERDEP PreK teachers in your school are beginning EC LETRS this year? We do not have PreK

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.

Our Kindergarten, 1st grade, and 2nd grades classroom ELA instruction is divided into two parts - 60 minutes of reading and writing instruction, focusing on the Applications of Reading and Communication standards and 60 minutes of foundations of reading standards instruction. During the 60 minute window of foundations of reading instruction, K-2 teachers teach 30 minutes of whole group UFLI Instruction, while implementing CKLA skills and Heggerty the other 30 minutes. Our 3rd-5th grades have 120 minutes of blended Applications of Reading, Communication, and Research standards. Grades K-5 implement Amplify CKLA curriculum. Additionally, Kindergarten, 1st, and 2nd grades implement UFLI Foundations for explicit phonics instruction. UFLI for K-2 is 30 minutes of whole group instruction to build phonological awareness, phonics, decoding and encoding skills. Teachers also use UFLI K-5 in small group instruction to meet the needs of all students who need phonics support. In addition to UFLI, teachers are using iReady data and formative/summative assessments to break down the state standards that need to be reinforced in small group instruction. Teachers are using CKLA knowledge and skills, iReady teacher toolbox, and IXL to support these needs. FastBridge assessments help us learn more about our K-3 students' fluency and how we can support them to decode words more efficiently. We continue to progress monitor these students using the CBM Oral Reading Fluency, and Nonsense word progress monitoring tools on Fastbridge.

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.

We are currently implementing The Core Phonics survey and UFLI encoding and decoding word assessments to determine entry levels for each student in the areas of word recognition and phonics patterns. These are used K-2. The I-Ready Universal Screener assesses Phonological Awareness, Phonics, and High-Frequency Words. Using this data, we will then assess students in 3-5 who need support in these areas using The UFLI

Intervention assessment. During our PLCs we are working on creating quarterly check-point assessments which align with ELA.F.3.8. 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. Teachers are utilizing strategies from LETRS and Orton Gillingham as they implement explicit phonics instruction. Teachers are unpacking standards, learning targets, and assessments to have clarity of what they are teaching and mastery of standards. For Kindergarten and 1st grade students, we assess all children on FastBridge Early Reading. We use this data to provide us with more information on how we can support students with decoding, encoding, nonsense words, letter sounds and names, and sentence 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.

Students in Kindergarten - 5th grade take the i-Ready Inform assessment three times per year. After each assessment, teams review the data by percentile, domains, and standards mastery. Students performing below the 30th percentile in grades 2-5 are given the FastBridge Oral Reading Fluency assessment and the SpireUP Placement Test. These additional data points provide more information on the area of focus as we provide Tier II and Tier III intervention support. Students below the 30th percentile are progress monitored throughout the year with i-Ready Diagnostics, FastBridge CBM Oral Reading Fluency, i-Ready adaptive digital instruction, and classroom data. Students served in intervention 5 days a week are progress monitored weekly, while students served 3 times a week are progress monitored biweekly. All students in Kindergarten and 1st grade are also given the FastBridge Early Reading Assessment, which our district uses as the universal screener for dyslexia. Students performing below the 25th percentile are provided Tier II or Tier III intervention support and progress monitored throughout the year. Our pull-out intervention services implement the SpireUP curriculum for students in K-2, and 3-5 as needed for word recognition support. Students receiving pull-out intervention services in grades 3-5 receive i-Ready Magnetic Reading curriculum for language comprehension. Students with Reading Services through their IEP receive individualized curriculum based on needs determined by the above assessments, as well as curricula screeners. In Panorama, the team created goals for students to progress monitor them. These goals are set for 14 weeks. After the 14 weeks are up, we will check their progress towards their goal. From here, we will create new goals, or adjust their previous goal.

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.

In September of each year, we hold an Open House night for parents to learn more about the classroom instruction and how to support their children at home. Teachers send home weekly newsletters with home to school connections for reading comprehension, phonics, and fluency reading. After each i-Ready Inform benchmark assessment teachers provide the Family Report which reviews Next Steps opportunities for home in the areas of phonics, high frequency words, vocabulary, and comprehension. All students' families have a required fall conference and meet as needed throughout the school year. Students performing below the 25th percentile in 3rd grade participate in 4 data conferences per year after each quarter. Additionally, parents attend IPS, 504, and IEP meetings, as the school-based team identifies targeted literacy supports to close learning gaps for students. In November, we will host a Curriculum Night to share more about our ELA curriculum. At the beginning of each CKLA unit, teachers send home the

CKLA Amplify Caregiver Letter, which provides an overview of the standards and content addressed in each unit and how families can support their child 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-5th grade intervention based on all available data to ensure grade-level proficiency in reading.

iReady Reading Inform is given to students in the fall, winter, and spring each year. After each diagnostic, grade-levels analyze the data to identify growth trends, areas of strengths, and opportunities for growth. Students in Kindergarten and 1st grade are given the FastBridge Early Reading inventory three times per year. Additionally, students take a CKLA end of unit assessment and formative assessments throughout the unit. Students performing below the 25th percentile in i-Ready and FastBridge are provided Tier II or III intervention, inside or outside of the classroom setting with weekly progress monitoring. Our progress monitoring tools include Fastbridge Early Reading Nonsense Words and Fastbridge CBM Reading assessments. In the beginning of the year, our team sat together and looked at every student's historical data across all assessments (iReady, FastBridge, SC Ready) in Panorama who scored below the 30th percentile on iReady reading diagnostic. This allowed us to see if the Fall data point was consistent with their history, or if the data point was an outlier. These historical results then drove our decisions on how to best serve our students below the 30th percentile. In biweekly PLC meetings, we also look at data from formative assessments to continue the conversations on our students and who else we can support. This is to ensure that we do not miss anyone who may need extra support.

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.

The school leadership team ensures that teachers are well-prepared to provide effective literacy instruction that supports equitable access to all students to build strong reading skills, setting them up for future academic success. Teachers are engaging in LETRS training, Orton Gillingham training, CKLA curriculum training, unpacking updated 2023 ELA Standards, and are participating in teacher observations across the school to build collective efficacy and capacity.

Section G: Analysis of Data

Strengths	Possibilities for Growth

• Only 11% of the school is two or more grade levels behind on the comprehension domain according to the iReady Reading Inform Diagnostic
 	
• 67% of **3rd grade students** are on or above grade level according to the Fall iReady Reading Diagnostic
 	
• Only 8% of our school is 2 or more grade levels below according to iReady Reading Diagnostic
	• 22% of students said our classes are not challenging
	  ○ Teachers are beginning to implement Kagan Cooperative Learning Structures to hold all students accountable for their work
	  ○ Analyzing data to look at the highest 20% of the class- implementing Jacob's ladder and diving deeper into standards to promote higher level thinking
	• Less than 50% are scoring on or above grade level in the Vocabulary domain according to the iReady Reading Diagnostic
	• 47% of students at Carolina Park are reading on or above grade-level according to the Fall iReady Reading Diagnostic
	
	• Lack of Differentiated Instruction/Small Group Instruction within Tier 1:
	  • Tier 1 instruction may not be consistently differentiated to meet the unique learning needs of both students with disabilities and GT learners.
	  • Special education students may not be receiving scaffolded support within the general education setting.
	  • GT students may not be challenged with enrichment or extension opportunities during core instruction.

<u>Section H</u>: 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).

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

Goals	Progress
Previous Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets or Exceeds in Spring 2026 determined by SC READY Reading from 81.3% in 2025 to 85%.	Students increased from 81.3% meets and exceeds on SC Ready in 2025 to 89.5%! We met our goal by 4.5%.
Previous Goal #2: By Spring 2026, students meeting or exceeding, according to SC Ready Assessment English Language Arts, will increase from 86.9% (spring 2025) to 88%.	In Spring 2026, 87.6% met or exceeded on SC Ready. We missed our goal by 0.4%.
Previous Goal #3: Increase the percent of special education students scoring meets or exceeds on SC Ready Reading from 38.7% in spring 2025 to 47.3% by spring 2026.	In Spring 2026, 33.3% of special education students met or exceeded SC Ready. This is lower than the previous year. We are intentionally working with our DECs department this year to help grow our students.

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.

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

Goals	Action Steps
Current Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets or Exceeds in Spring 2027 determined by SC READY Reading from 89.5% to 90%.	• Identify students performing below the 30th percentile according to I-Ready • Develop Individualized Reading Plans for students below 25th percentile • Ensure targeted Tier II or Tier III intervention inside/outside the classroom is provided • Track progress monitoring data monthly to identify growth trends • Meet with school-based team and parents quarterly to share progress and suggested action steps for school and home. • Implementing Kagan cooperative learning structures to hold students accountable for their learning and engage all students. • Use data to intentionally group students for small group instruction • Focus on Collective Teacher Efficacy to ensure all teachers hold students to high standards and have a common understanding of content and data
Current Goal #2 (K-2 Goal): By June 2027, Students in grades K-2 will increase scoring Mid or Above Grade Level on iReady Reading Inform Diagnostic from 65.4% to 70.9%.	• Targeted Intervention for students scoring below 30% • Designated WIN (What I Need) time for all students to receive personalized instruction in ELA. • Focus on gathering resources for small group instruction that is individualized and differentiated for all students • PLCs - unpack standards, analyze assessments, and create targeted action steps for all students. • Intervention PLCs • Special Education PLCs

	• SC Ready Prep Camp to support students in the "Approaching" Category • Implementing Kagan cooperative learning structures to hold students accountable for their learning and engage all students.
Current Goal #3: 89% of students in grades 3-5 will score Meets or Exceeds on SC Ready Reading in Spring 2027.	• Targeted Intervention for students scoring below the 30% • Designated WIN (What I Need) time for all students to receive personalized instruction in ELA. • Focus on gathering resources for small group instruction that is individualized and differentiated for all students • PLCs - unpack standards, analyze assessments, and create targeted action steps for all students. • Intervention PLCs • Special Education PLCs • SC Ready Prep Camp to support students in the "Approaching" Category • Implementing Kagan cooperative learning structures to hold students accountable for their learning and engage all students.

New data meets or exceeds- 33.3%- 2027 goal 51.4%