

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? 4
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 9
- 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? N/A
- How many CERDEP PreK teachers in your school are beginning EC LETRS this year? N/A

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 Charles Pinckney Elementary, students in grades 3–5 receive comprehensive English Language Arts (ELA) instruction that incorporates all key components of literacy: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Instruction is aligned to the South Carolina College and Career Ready ELA Standards and delivered using the state-adopted curriculum, CKLA Amplify, which is grounded in the Science of Reading.

CKLA instruction for grades 3–5 includes integrated lessons in speaking and listening, reading, writing, and language, all aligned with the Science of Reading research. Each lesson is designed to address multiple domains of literacy development, including oral language, foundational skills, vocabulary, and comprehension.

To ensure student progress and instructional effectiveness, we implement both formative and summative assessments across all literacy domains. The i-Ready Inform assessment is administered three times per year to all students in grades 3–5. This assessment provides benchmark data and tracks student growth in phonological awareness, phonics, high-frequency words, vocabulary, and comprehension (literature and informational text). Students also receive individualized instruction through their personalized i-Ready learning path, aligned with state standards. In addition, students complete two standards-based ELA district-created common assessments through the Mastery Connect platform, focusing on vocabulary and comprehension. Data from these checkpoints are reviewed to inform targeted instruction. Teachers also administer CKLA Amplify end-of-unit assessments to monitor progress and determine needs for remediation or enrichment. At the end of the school year, all 3rd–5th grade students take the SCReady reading and writing assessments, which evaluate mastery of grade-level South Carolina College and Career Ready ELA Standards.

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Instructional decisions are supported by a strong culture of data-driven practice. Each week, teachers, instructional coaches, and administrators participate in Professional Learning Communities (PLCs) focused on unpacking standards, analyzing data from i-Ready, Mastery Connect, CKLA Amplify, and classroom assessments, and using data to inform future instruction, remediation, and extension opportunities. This structured, collaborative approach ensures that instruction is responsive to student needs and aligned with rigorous academic 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 Charles Pinckney Elementary, all teachers in grades 3–5 align instruction with the South Carolina College- and Career-Ready Standards, including the Foundations of Literacy domain with a focus on Word Recognition. Teachers create ELA focus walls that highlight morphology from the CKLA Amplify curriculum and that emphasize prefixes, suffixes, roots, and word patterns. Instructional planning and delivery incorporate lessons targeting these areas, with spelling and morphology assessments embedded directly within CKLA Amplify lessons. Additionally, Word Recognition is formally assessed as part of the High-Frequency Words domain on the i-Ready Inform assessment, which is administered three times a year—fall, winter, and spring.

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.

At Charles Pinckney Elementary, data from universal screeners and diagnostic assessments are systematically analyzed to identify and support students performing below grade-level proficiency. Students who score below grade level on the fall administration of the i-Ready Reading Inform assessment are further assessed using the FastBridge Curriculum-Based Measurement (CBM) screener and the SPIRE UP Initial Placement Assessment to evaluate phonics, fluency, and comprehension. These multiple data points are collaboratively reviewed by instructional teams to determine students in need of additional literacy support, either through targeted classroom instruction or the school's literacy intervention program.

Progress monitoring is conducted weekly using FastBridge CBM reading to measure student growth and to ensure the effectiveness of interventions. Interventionists participate in monthly data review meetings where results are analyzed, intervention plans are adjusted, and instructional groupings are refined to meet the evolving needs of students.

For students with Individualized Education Plans (IEPs), placement within intervention programs is determined through a comprehensive review of collected data, individual student needs, and alignment with established IEP goals. This process ensures that instructional decisions are data-driven, equitable, and tailored to support each learner's success.

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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.

At Charles Pinckney Elementary, fostering strong home-school partnerships is a priority to ensure that parents understand how to support their child's literacy development at home. During the first semester of the school year, parents are invited to attend a Family Data Conference with their child's teacher. At this meeting, teachers review student assessment data from SC Ready and i-Ready, highlight individual strengths, and discuss opportunities for growth in reading and writing. Families are also provided with an i-Ready Family Report, which includes student scores as well as targeted strategies for supporting literacy development at home across key domains: phonological awareness, phonics, high-frequency words, vocabulary, comprehension of literature, and comprehension of informational text.

In addition to data conferences, parents participate in IPS, 504, and IEP meetings where individualized literacy supports and resources are shared. Teachers maintain consistent communication with families through weekly newsletters outlining upcoming reading and writing skills, as well as bi-weekly folders containing graded assignments and other important information.

All 3rd-grade families receive a Read to Succeed Family Letter, available in more than 10 languages, that provides accessible information about the Science of Reading, the South Carolina Read to Succeed Act, how the school monitors and communicates students' reading progress, and ways families can support reading at home. The letter also includes a direct link to the Charleston County School District Read to Succeed webpage, which provides additional resources and strategies for supporting students' literacy development.

This comprehensive approach ensures that families are active partners in supporting literacy development and are equipped with the tools necessary to extend learning beyond the classroom.

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.

At the classroom level, teachers use standards-based formative and summative assessments throughout curriculum-based instruction to monitor each student's reading achievement and growth. They analyze assessment data to make informed instructional decisions tailored to individual student needs. Teachers also track progress through i-Ready personalized lessons, using the results to adjust instruction as needed and provide targeted support. Collaborative team discussions center on both group and individual performance, ensuring that instructional decisions and action plans respond to the specific needs of all learners. Literacy interventionists further support this process by collecting weekly data from SPIRE Up lessons and FastBridge progress monitoring. This data is documented in the Panorama Student Success platform, which can be accessed and monitored by teachers.

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At the school level, teachers, coaches, and administrators collaborate through Professional Learning Communities (PLCs) and Multi-Tiered Systems of Support (MTSS) teams to collect, review, and analyze student data. These collaborative structures guide instructional decision-making for all students. Multiple assessment sources—including screeners, diagnostic tools, and progress monitoring measures—are used to identify instructional needs and support all students in achieving grade-level reading proficiency.

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 Charles Pinckney Elementary, teachers engage in professional development aligned to the Science of Reading through participation in the LETRS course. Professional growth is further supported through weekly Professional Learning Communities (PLCs), where teachers receive professional development, analyze student data, make instructional decisions, and collaborate with colleagues to strengthen instructional practices.

Teachers receive targeted feedback from classroom walkthroughs and participate in instructional learning walks and peer observations, providing opportunities to reflect on practice and learn from one another. Goal-based coaching cycles, facilitated by the literacy coach and administration, allow teachers to refine instructional strategies and deepen curriculum implementation in identified areas of need. This structured system of professional development ensures continuous teacher growth and improved student outcomes.

Section G: Analysis of Data

Strengths	Possibilities for Growth
● Professional Learning Communities (PLCs) that provide teachers the opportunity to meet weekly with their team for data analysis, targeted professional development, collaboration and planning, as well as meeting quarterly for extended full-day PLCs ● Collaboration with teacher librarian including literacy-based lessons and schoolwide literacy challenges. ● Literacy-rich classroom environments that include access to classroom libraries, organized and accessible texts and reading/writing materials, and instruction that provides authentic learning experiences around literacy	● Focus on Inquiry and Research Standards across all curriculum areas ● Increase opportunities for peer teacher observations through learning walks ● Provide continued professional development around student discourse and engagement ● Provide additional targeted in-class interventions specifically for Tier 2 students.

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● Instruction that balances both a curriculum aligned to the Science of Reading and the implementation of lessons aligned to the SC College and Career Readiness Standards ● Effective literacy intervention program and intervention teachers that analyze and use data to make instructional decisions for each student ● Ensurance that targeted teachers are LETRS trained ● Master Schedule that incorporates both whole-class instruction and WIN (What I Need) time to ensure all students receive targeted ELA 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).

Goals	Progress
<u>Previous Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds as determined by SC READY from 85.7% in the spring of 2025 to 91.3 % in the spring of 2026.	In the 2025/2026 school year, 88.5% of third graders scored Meets and Exceeds as determined by Spring SC READY. Although we did not meet our goal of 91.3%, we increased the percentage of 3rd graders scoring Meets and Exceeds from 85.7% to 88.5%, an increase of 2.8%.
<u>Previous Goal #2:</u> By Spring 2026, the percentage of third through fifth-grade students in literacy intervention at Charles Pinckney Elementary who meet or exceed their i-Ready stretch growth goals in reading will increase from 58.8% to 59.8%, as measured by the spring administration of the i-Ready Diagnostic.	In the 2025/2026 school year, 34.2% of literacy intervention students met or exceeded their i-Ready stretch growth goal in reading. Although we did not meet the set stretch growth goal, 89.4% of literacy intervention students met or exceeded their typical growth goal as measured by the Spring i-Ready reading diagnostic.

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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 as determined by SC READY from 85.5% in the spring of 2026 to 89.1% in the spring of 2027.	1. Utilize Professional Learning Communities (PLCs) and Data-Driven Instruction (DDI) in all ELA classrooms to analyze student performance and plan responsive Tier 1 instruction. 2. Create and implement a comprehensive reading intervention plan for all students scoring below the 30th %ile that includes push-in and pull-out reading intervention and additional evidence-based materials to address identified skill deficits. 3. Provide pullout intervention by hiring a 0.8 FTE certified Literacy Interventionist who will serve as a member of the MTSS team, oversee all progress monitoring and intervention scheduling, and provide targeted reading instruction to Tier 2 and Tier 3 students. 4. Hire a part time special education teacher to collaborate with the special education team, ensure IEP compliance, and increase support for students with disabilities in the general education classroom. 5. Develop and implement a schoolwide master schedule that protects required daily ELA instructional minutes of core instruction and incorporates WIN (What I Need) time three days a week to provide dedicated time for targeted small-group instruction, intervention, enrichment, and responsive instruction based on student data. 6. Provide professional learning focused on increasing student discourse through evidence-based strategies that strengthen academic language, text-based discussion, comprehension, and student engagement.

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	7. Increase student reading volume and engagement through Beanstack challenges, including district and schoolwide initiatives, with an emphasis on building consistent reading habits and exposure to a variety of texts.
<u>Current Goal #2 (Schoolwide Goal):</u> Increase the percentage of third through fifth graders scoring Meets and Exceeds as determined by SC READY from 89.8% in the spring of 2026 to 90% in the spring of 2027.	1. Utilize Professional Learning Communities (PLCs) and Data-Driven Instruction (DDI) in all ELA classrooms to analyze student performance and plan responsive Tier 1 instruction. 2. Create and implement a comprehensive reading intervention plan for students scoring below the 30th percentile that includes push-in and pull-out reading intervention and additional evidence-based materials to address identified skill deficits. 3. Provide targeted pull-out intervention through a 0.8 FTE certified Literacy Interventionist who serves as a member of the MTSS team, oversees intervention scheduling and consistent progress monitoring using FastBridge, and provides targeted reading instruction to Tier 2 and Tier 3 students using SPIRE Up and other evidence-based materials. 4. Hire a part-time special education teacher to collaborate with the special education team, ensure IEP compliance, and increase support for students with disabilities in the general education classroom. 5. Develop and implement a schoolwide master schedule that protects required daily ELA instructional minutes across grades 3–5. 6. Incorporate WIN (What I Need) time into the instructional schedule in grades 3 and 4 to provide dedicated time for targeted small-group instruction, intervention, enrichment, and responsive instruction based on student data, with WIN occurring three days per week in third grade and five days per week in fourth grade. 7. Provide professional learning focused on increasing student discourse through evidence-based strategies that strengthen academic language, text-based discussion, comprehension, and student engagement. 8. Increase student reading volume and engagement through Beanstack challenges, including district and schoolwide initiatives, with an emphasis on building consistent reading habits and exposure to a variety of texts.