

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? 1
- 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? 2
- How many CERDEP PreK teachers in your school are beginning EC LETRS this year? 1

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.

To ensure the systematic and explicit delivery of high-quality, research-based English Language Arts (ELA) instruction, Charleston Progressive Academy is implementing the state and district approved Amplify CKLA curriculum as our core instructional resource. CKLA provides a comprehensive approach to literacy development that supports both foundational skills and language comprehension.

Our instructional approach includes:

- Skills instruction for students in grades K–2, with an emphasis on phonological awareness, phonics, decoding, encoding, and fluency.
- Knowledge instruction across grade levels, with an emphasis on building vocabulary, background knowledge, language comprehension, and understanding of grade-level texts.

To strengthen our foundational literacy instruction, we incorporate Heggerty phonemic awareness lessons to provide students with explicit practice in developing phonological and phonemic awareness skills. Additionally, our Pre-K teachers utilize myIGDIs assessments to better understand students' early literacy development and identify areas where additional support may be needed.

To monitor student progress and ensure alignment between instruction and assessment, teachers administer grade-level assessments aligned to the CKLA curriculum. Teachers, instructional coaches, and administrators also use CCSD benchmark checkpoints through the Mastery Connect platform (using a standard tracker) to monitor student mastery of grade-level standards and identify areas requiring additional instruction, remediation, or acceleration. This ongoing data analysis allows us to make informed instructional decisions and provide targeted support based on student needs.

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In alignment with district practices, students also complete the i-Ready Inform Assessment three times each year—fall, winter, and spring. The i-Ready Inform provides data across key areas of literacy, including phonological awareness, phonics, high-frequency words, vocabulary, and comprehension. Following each diagnostic cycle, teachers, coaches, and administrators analyze student data to identify strengths and areas for growth, adjust instructional strategies, and develop targeted plans to support students in achieving their individual growth goals.

FastBridge is used to assess foundational reading skills, identify specific areas of need, and monitor student progress during intervention. FastBridge data is triangulated with i-Ready Diagnostic data, Amplify CKLA assessments, classroom performance, and teacher observations to identify students requiring additional support and determine appropriate instructional pathways. Reading Interventionists use FastBridge data to develop targeted interventions and monitor student response, while teachers and interventionists collaborate through push-in, small-group, and targeted intervention services. Progress-monitoring data is reviewed regularly through the MTSS/RTI process to determine whether students are making adequate progress and to adjust instruction and intervention as needed.

Through the intentional integration of explicit foundational skills instruction, knowledge building, grade-level curriculum, ongoing assessment, and data-driven instructional planning, we are working to strengthen Tier 1 instruction and ensure that all students make measurable progress toward mastery of the South Carolina College- and Career-Ready ELA Standards.

Pre-K: Charleston Progressive Academy recognizes that strong literacy development begins in PreK. PreK instruction focuses on building the foundational language and early literacy skills students need for success in kindergarten and beyond. Through intentional, developmentally appropriate instruction using Creative Curriculum, students engage in activities that strengthen oral language, vocabulary, phonological and phonemic awareness, listening comprehension, print awareness, and early writing skills.

Teachers use ongoing observation and formative assessment to identify students' strengths and areas of need and provide differentiated opportunities for practice and support. PreK students participate in activities such as rhyming, syllable awareness, identifying and manipulating sounds, recognizing letters and their names, developing vocabulary, engaging with read-alouds, retelling stories, and practicing emergent writing.

The school also uses Pre-K myIGDIs assessment data to monitor early literacy development and identify students who may need additional support. This information is used to inform instruction and provide targeted opportunities for students to strengthen foundational skills before entering kindergarten. Collaboration among PreK teachers, kindergarten teachers, and instructional coaches helps ensure continuity of literacy instruction and supports a strong transition into kindergarten.

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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.

Our school is continuing to strengthen Word Recognition assessment and instruction for students in K–5 by implementing the Amplify CKLA curriculum, which supports a systematic approach to literacy instruction aligned with the Science of Reading. Through CKLA, students engage in explicit literacy instruction that builds foundational skills while simultaneously developing vocabulary, language, and knowledge. The curriculum includes regular assessments and opportunities for students to apply newly learned skills through engaging, grade-level activities.

In PreK, teachers utilize myIGDIs assessments and Creative Curriculum to better understand students’ early literacy development and identify foundational skills that may require additional support. This information helps teachers establish an instructional foundation for later word recognition development and provides insight into students’ readiness for more formal literacy instruction.

In Kindergarten and first grade, students are assessed using FastBridge to identify the high-frequency words they recognize. Teachers use this assessment data to identify students’ strengths and instructional needs and to provide targeted opportunities to strengthen word recognition and vocabulary development. Instruction is reinforced through the implementation of a “Word of the Day” routine, in which students are intentionally introduced to new vocabulary connected to grade-level units and, when appropriate, across content areas. This practice provides repeated exposure to words and supports students in developing their oral language and word knowledge.

Across grades K–5, Amplify CKLA provides a consistent instructional framework for developing foundational literacy skills and strengthening students’ ability to recognize and understand words in increasingly complex texts. Teachers use curriculum-based assessments and student performance data to monitor progress and determine areas for additional instruction and support. Instructional decisions are informed by student data so that teachers can respond to individual needs while maintaining access to grade-level learning.

Our approach reflects the principles of the Science of Reading and structured literacy by emphasizing systematic literacy instruction, ongoing assessment, intentional vocabulary development, and explicit attention to foundational literacy skills. By connecting assessment data to daily instruction, teachers are better positioned to identify gaps in students’ word recognition development, provide targeted support, and build the foundational skills students need to become proficient, independent readers.

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.

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Our school uses universal screener data, diagnostic assessment data, and classroom-based assessment results to identify students in PreK–5 who have not demonstrated grade-level reading proficiency and to determine the most appropriate pathway for intervention. The process begins with i-Ready Inform data (K-5th grade), with particular attention to students performing at or below the 20th percentile nationally. We then triangulate i-Ready results with FastBridge data and Amplify CKLA beginning-of-year assessments to develop a more comprehensive understanding of each student's literacy strengths and areas of need. This analysis helps us determine whether a student requires targeted intervention in word recognition, language comprehension, or both.

Once students are identified, teachers, reading interventionists, and instructional staff use assessment results to determine appropriate instructional supports. This process includes:

- On-grade-level instruction: Highly qualified teachers provide standards-aligned Tier 1 instruction while using classroom assessment data to identify students who require additional support.
- Tier 2 intervention: Students receive targeted intervention within the ELA curriculum based on identified areas of need. Teachers supplement instruction with i-Ready lessons that target specific domains and skills.
- Reading intervention: Reading Interventionists use the triangulated assessment data to determine students' specific instructional needs and provide targeted intervention. They also collaborate with classroom teachers through push-in support and whole- and small-group instruction.

For students whose assessment data indicate needs in word recognition and foundational literacy skills, Reading Interventionists utilize SPIREUp, a teacher lesson approach. It combines explicit teacher-led instruction with smart digital tools to strengthen foundational literacy skills

FastBridge data and the instructional resources associated with the assessment are also used to identify specific skill needs and inform intervention. This allows interventionists to provide instruction that is responsive to the individual literacy needs identified through assessment.

Intervention is not viewed as a separate process from classroom instruction. Reading Interventionists collaborate with classroom teachers through push-in support, whole-group instruction, and small-group instruction to address identified student needs. Teachers and interventionists use assessment information to adjust instruction and provide targeted support based on student performance.

Through the triangulation of i-Ready, FastBridge, Amplify CKLA, and classroom data, our school works to ensure that intervention decisions are based on multiple sources of evidence rather than a single assessment. This process allows us to identify whether students need additional support with word recognition, language comprehension, or both, and to provide targeted, evidence-based intervention while maintaining a focus on culturally and linguistically responsive and knowledge-rich instruction.

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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.

Charleston Progressive Academy has established a system of ongoing communication, family education, and opportunities for active participation to help parents and families understand how they can support their students as readers and writers at home. Our approach is designed to ensure that families receive clear, accessible information about their child's literacy progress, understand the instructional practices being used at school, and have practical strategies and resources they can use at home.

Teachers engage families in meaningful conversations about student literacy development through family data conferences. During these conferences, teachers provide academic feedback regarding students' progress, strengths, and areas for improvement. Following each administration of the i-Ready Inform, families receive information about their student's performance, along with specific suggestions for supporting continued reading growth at home. This provides families with information they can use to reinforce classroom instruction and address identified areas of need.

Each year, CPA hosts a Literacy Night to strengthen the connection between classroom instruction and literacy practices at home. Families are invited into classrooms to experience and participate in a reading lesson, giving them an opportunity to see firsthand how literacy is taught at school. During these events, families receive reading materials and practical strategies that can be incorporated into everyday activities at home to encourage reading and writing.

Teachers provide weekly reading opportunities and suggestions that encourage families to engage in literacy activities together. Monthly classroom newsletters also keep families informed about instructional activities, upcoming learning experiences, and resources that can support student learning at home.

The school also uses Beanstack to promote a culture of reading beyond the school day. Students participate in monthly reading challenges and can log reading minutes completed at home and at school. Students earn reading badges and have opportunities to celebrate their progress, encouraging them to view themselves as active and successful readers.

All K–3 families receive a Read to Succeed Family Letter, translated into more than 10 languages, to ensure that information is accessible to our diverse school community. The letter provides family-friendly information about the Science of Reading, the South Carolina Read to Succeed Act, how the school communicates information about students' reading development, and ways families can support their students in becoming successful readers. Families are also provided with a direct link to the CCSD Read to Succeed webpage, which offers additional resources and ideas for supporting literacy development at home.

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Together, these practices create a school-to-home literacy support system in which families receive information about their child's progress, opportunities to learn about literacy instruction, and concrete resources and activities to support reading and writing outside of school. Through ongoing communication and collaboration with families, Charleston Progressive Academy works to ensure that parents and caregivers are equipped to be active partners in their students' literacy development.

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.

Charleston Progressive Academy has established a comprehensive system for monitoring reading achievement and growth at both the classroom and school levels. Teachers, instructional coaches, and reading interventionists use multiple sources of assessment data throughout the year to monitor student progress, identify areas of need, and make informed instructional and intervention decisions for students in PreK–5th grade. By reviewing data from multiple assessments rather than relying on a single measure, the school is able to identify students who require additional support and determine appropriate instructional next steps to help students progress toward grade-level reading proficiency.

At the classroom level, teachers use ongoing assessment data to monitor student mastery of grade-level content and adjust instruction based on identified needs. Key data sources include:

- i-Ready Inform Assessments, administered in the fall, winter, and spring, to measure student achievement and growth in reading.
- Personalized i-Ready Student Learning Pathways, which provide students with targeted practice based on their individual assessment results and areas of need.
- i-Ready Standards Mastery Assessments for grades 2–5, which provide additional information regarding students' mastery of specific grade-level standards.
- Amplify CKLA Unit Assessments, which provide teachers with information about student understanding of the skills, knowledge, vocabulary, and comprehension addressed within each instructional unit.
- Standards Mastery Assessments (Tracker) - district benchmark assessments and CKLA unit assessments which track student performance on each individual standard.
- FastBridge weekly progress monitoring, administered by interventionists to monitor the response of students receiving additional support and to determine whether intervention should be continued, adjusted, or intensified.

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At the school level, teachers, administrators, instructional coaches, and interventionists use these data sources to examine patterns of achievement and growth across grade levels and student groups. Assessment results are reviewed to identify students who are meeting grade-level expectations as well as students who may need additional remediation, targeted intervention, or instructional acceleration.

The combination of diagnostic, standards-based, curriculum-based, and progress-monitoring data provides a more comprehensive picture of each student's reading development. Intervention decisions for PreK–5 students are informed by the available assessment data and ongoing progress monitoring, allowing educators to match instructional support to students' identified needs and monitor their response over time.

Through this ongoing cycle of assessment → data analysis → targeted instruction/intervention → progress monitoring → instructional adjustment, Charleston Progressive Academy works to ensure that reading instruction remains responsive to student needs and that every student has a clear pathway toward 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.

Charleston Progressive Academy provides teachers with ongoing professional learning designed to strengthen literacy instruction and support the reading development of all students in PreK–5th grade. Professional development is provided through a combination of district-level training and school-based professional learning focused on strengthening teachers' understanding and implementation of effective ELA instruction.

District-level professional development opportunities provide educators with training and resources to support literacy instruction, while school-based workshops focus on unpacking ELA standards, understanding the curriculum, and developing standards-aligned instructional plans. These opportunities support teachers in developing a clear understanding of the skills and knowledge students are expected to master and how those expectations should translate into classroom instruction.

Additionally, many of our teachers are participating in LETRS (Language Essentials for Teachers of Reading and Spelling) training. As a state-sponsored professional learning opportunity, LETRS provides educators with research-based knowledge and strategies related to literacy development and effective reading and writing instruction. Participation in LETRS strengthens teachers' understanding of the foundational components of literacy and supports their ability to apply research-based practices to meet the diverse literacy needs of students.

Together, these professional learning opportunities provide teachers with ongoing support in strengthening their literacy practices. Through district training, school-based professional development, curriculum and standards work, and LETRS participation, Charleston Progressive Academy is

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building teacher capacity to provide effective literacy instruction and support students in developing the foundational skills necessary for successful reading and writing.

Section G: Analysis of Data

Strengths	Possibilities for Growth
● Ongoing Professional Learning: Staff members regularly participate in schoolwide professional development, while administrators and teachers engage in additional professional learning opportunities to strengthen instructional practices. ● Teacher Knowledge and Literacy Expertise: Approximately 85% of certified staff have started or completed in LETRS training, strengthening our collective understanding of evidence-based literacy practices and the Science of Reading. ● Differentiated Literacy Instruction: Teachers utilize individualized instructional groups to provide targeted instruction and additional support based on student performance. ● Data-Driven Instructional Decisions: Instructional decisions are based on student data, allowing teachers to adjust instruction and provide targeted support when needed. ● Standards-Aligned Instruction: Teachers use the updated South Carolina College- and Career-Ready Standards when planning instruction to ensure that classroom learning is aligned to grade-level expectations. ● Student Ownership and Goal Setting: As a Leader in Me Lighthouse School, CPA incorporates student goal setting into the learning process. Students are encouraged to take ownership	● Expanding opportunities for schoolwide RTI instruction during WIN (What I Need) time to ensure students receive timely, targeted support based on their individual reading needs. ● We will also continue to implement the Amplify CKLA curriculum with fidelity to provide consistent, high-quality, standards-aligned literacy instruction across grade levels. ● Teachers will continue to use i-Ready data to identify areas of weakness and assign targeted lessons that address students' specific instructional needs. ● By strengthening the connection between assessment data, core instruction, and targeted intervention, we will continue to develop a responsive literacy system that supports student growth and movement toward grade-level proficiency

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of their learning and monitor their progress toward identified goals. • Collaborative Planning: Grade-level teachers and reading interventionists team plan, allowing educators to collaborate around student needs and provide targeted support within the classroom.	
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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 in the spring of 2025 as determined by SC READY from 54% to 58% in the spring of 2026.	• We met this goal this year. ○ Spring 2026 69% of 3rd grade students at Charleston Progressive Academy scored meet or exceeds on the ELA portion of SC Ready.
<u>Previous Goal #2:</u> The students at Charleston Progressive in grades 3-5 scoring meets or exceeds on SC READY ELA will increase from 58.3% in June 2025 to 61% in June 2026.	• We met this goal this year. ○ June 2026 Charleston Progressive students in grades 3-5 scoring meets or exceeds increased from 58.2% to 65.1%

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<u>Previous Goal #3:</u>	
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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 2025 as determined by SC READY from 69% to 70.6% in the spring of 2026.	• Continue implementing Amplify CKLA with fidelity to strengthen Tier 1 literacy instruction. • Use grade-level PLCs and MTSS meetings to regularly analyze student data, identify students requiring additional support, and develop targeted intervention plans. • Provide targeted intervention for students performing within the bottom 20%, based on identified literacy needs and ongoing progress-monitoring data. • Provide differentiated classroom, push-in, and pull-out interventions for students identified as Approaching to accelerate

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	literacy growth and support movement toward grade-level proficiency
<u>Current Goal #2:</u> The students at Charleston Progressive in grades 3-5 scoring meets or exceeds on SC READY ELA will increase from 65.1% in June 2026 to 67.9% in June 2027.	● Leverage reading interventionists through a co-teaching and push-in model, supported by collaborative grade-level planning, to provide targeted Tier 2 and Tier 3 instruction that addresses identified student needs. ● Following district checkpoints, iReady Inform assessment, and unit assessments, teachers, administrators, and instructional coaches will collaboratively analyze student data to identify learning gaps, determine areas for remediation or acceleration, and develop targeted instructional plans. ● Develop and implement targeted instructional strategies that address identified learning gaps and support Tier 2 students in progressing toward proficiency. ● Teachers will participate in weekly collaborative planning (PLC) to internalize the curriculum, unpack state academic standards, and develop standards-aligned instructional plans that strengthen Tier 1 instruction and increase student mastery.
<u>Current Goal #3</u> Students at Charleston Progressive Academy in grades K-2 performing on or above grade level in the Phonics domain of iReady will increase from 19% to 80%.	● Implement Amplify CKLA Skills instruction with fidelity in grades K–2 to provide systematic and explicit foundational skills instruction. ● Use i-Ready, FastBridge, CKLA, and classroom assessment data to identify specific phonics skill deficits and develop targeted instructional plans. ● Provide differentiated small-group, push-in, and intervention instruction focused on students’ identified phonics needs. ● Utilize individualized i-Ready lessons and targeted phonics practice to reinforce skills identified through diagnostic data.

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| | <ul style="list-style-type: none">• Monitor progress through PLCs and MTSS meetings and use ongoing assessment data to adjust instruction and interventions |
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