

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

Chicora Elementary School's Read 2 Succeed 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? - 6
- How many teachers in your school are beginning Volume 1 of LETRS this year? -7
- How many teachers in your school are beginning Volume 2 of LETRS this year? - 3
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? - NA
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year? -NA

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 Chicora Elementary School, reading assessment and instruction for grades 1–5 intentionally integrate oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to ensure students achieve grade-level proficiency. Curriculum assessments and universal screeners are systematically administered throughout the year and analyzed by teachers and leadership. Collaborative data analysis ensures instructional decisions are student-centered, ensuring equitable opportunities for all learners.

All students in grades 1–5 complete the iReady Reading diagnostic three times per year. In grades 1 and 2, iReady measures phonological awareness, phonics, vocabulary, high-frequency words, and comprehension of both informational and literary texts. In grades 3–5, iReady measures phonics, high-frequency words, vocabulary, and comprehension. All first graders participate in the FastBridge Early Reading assessment three times annually to screen and monitor early literacy skills, including phonological awareness, phonics, fluency, word segmenting, nonsense word reading, and sight words. Students in grades 2–5 who score at or below the 20th percentile on the iReady diagnostic are subsequently administered FastBridge CBMReading to assess print concepts, phonological awareness, phonics, word recognition, and fluency. Assessment data from these measures, combined with CKLA unit pre-tests and fluency benchmarks, informs instructional decisions, by highlighting strengths and weaknesses in both word recognition and/or language comprehension. Formative assessments and aggressive monitoring, aligned to the SC CCR ELA standards, guide small-group plans and ensures students receive targeted, differentiated support. Reading instruction is delivered through the CKLA curriculum, which is aligned to the Science of Reading and structured literacy principles. CKLA's Skills Strand develops code-based components of reading, including phonological awareness, phonics, word recognition, spelling, and fluency. The Knowledge Strand builds oral language, vocabulary, background knowledge, and comprehension through rich, content-based instruction. Together, these strands ensure that all components of literacy are explicitly

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

addressed while assessment data continuously inform instructional planning. Oral language and fluency development is emphasized across all grades. In grades 1-2, teachers read aloud complex, content-rich texts, and facilitate structured discussions, to build listening comprehension and oral expression. Teachers also support oral language through interactive phonics routines, choral reading, and decodable text practice. In grades 3-5, students engage in increasingly complex conversations that expand semantics and develop formal syntax. Teachers have 60 minutes daily to deliver foundational skills instruction using CKLA Skills. Phonological awareness and phonics is explicitly taught, in grades 1-2, through blending, segmenting, manipulating sounds, and decoding multisyllabic words, complex spellings and multisyllabic patterns. Teachers in grades 3rd through 5th focus on orthographic patterns, syllabication, and morphology, specifically prefixes, suffixes, roots, and derivational morphemes outlined in the 2024 SCCCR ELA Vocabulary Support document, strengthening decoding, vocabulary, and comprehension. Vocabulary instruction occurs daily during the 120-minute ELA block. In grades 1-5 teachers leverage their daily knowledge lesson to reinforce Tier II terms and introduce content-specific terms. Academic language and domain-specific terms are taught explicitly with morphological analysis to support decoding and comprehension. Comprehension instruction is systematically embedded in 1st through 5th grade ELA daily instruction. Students closely read complex texts, synthesize information, answer text-dependent questions, compare texts, analyze author's purpose, and identify explicit and implicit themes/central ideas. Teachers model comprehension strategies to develop language comprehension and word recognition is strengthened through decodable and grade-level text oral reading practice.

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.

Word recognition is the foundation of skilled reading, and our 1st–5th grade ELA curriculum is sequenced to align foundational skill instruction with structured literacy. In grades 1 and 2, teachers deliver synthetic phonics instruction, teaching students to connect individual graphemes to corresponding phonemes and blend them to form words. This systematic approach follows a logical progression and is rooted in the Science of Reading. All 1st and 2nd grade teachers use the CKLA Skills curriculum for 60 minutes daily, ensuring direct instruction builds from simple to advanced code knowledge and addresses any unfinished learning. Formative assessments during lessons, as well as end-of-unit 1:1 assessments, provide ongoing progress monitoring. Additionally, teachers deliver 10-15 minutes of Heggerty instruction each day, supplementing the 120-minute ELA block. Scarborough's Reading Rope guides data analysis and the selection of targeted skills for small group instruction within the general education classroom. In grades 3-5, word recognition instruction focuses on advanced skills, including morphology (prefixes, suffixes, roots, and etymology) and multisyllabic decoding strategies. Fluency is reinforced through scaffolded oral reading and repeated reading, supporting automatic word recognition. Spelling, dictation, and vocabulary instruction strengthen the connection between decoding and encoding while supporting comprehension. Instruction is systematic, with frequent practice and review, ensuring skills transfer across reading and writing contexts. Formative assessment data is collected regularly, allowing teachers

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

to identify students needing remediation, intervention, or enrichment. All students receive accelerated instruction daily during the core ELA block.

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.

All students at Chicora Elementary School complete the iReady Reading diagnostic three times per year during CCSD assessment windows. The fall diagnostic provides a baseline score, translated to a national normed percentile, which is the first data point for identifying students in need of reading intervention. Students in grades 2-5 who score at or below the 25th percentile are administered Fast Bridge's CBMReading test individually by a reading interventionist. Combined with iReady scores, age, and grade level, this determines whether intervention is needed in the word recognition domain or in skills supporting language comprehension, and whether Tier II or Tier III services are appropriate. All first graders complete Fast Bridge Early Reading individually with their ELA teacher. Scores are analyzed alongside iReady baseline results to determine Tier II or Tier III intervention placement. Students receiving Tier II or Tier III support are monitored weekly using the appropriate FastBridge tool. In grades 1-3, the CKLA Skills Beginning-of-Year Placement Assessment identifies Tier II targeted support provided by general education teachers during WIN time. In grades 4-5, teachers analyze historical iReady data and fall baseline results to determine the specific domain to target. Using the Science of Reading and Scarborough's Reading Rope, teachers and the reading coach identify whether students demonstrate a word recognition or language comprehension deficit and pinpoint the prerequisite skill underlying below-grade-level performance. Students receive daily Tier II targeted explicit instruction from their ELA teacher during WIN time to remediate the identified skill and support mastery of grade-level expectations.

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 Chicora Elementary School, we have a variety of systems in place to help families feel equipped to support their student as a reader and a writer at home. Data conferences are held in October to discuss the iReady diagnostic score reports and previous SCReady score reports. Teachers provide parents with physical materials, digital resources, and tips on how they can support their specific child's individual needs outside of school. Furthermore, after each iReady benchmark families receive their child's individual score report, along with the iReady handout that details 'Understanding Your Student's iReady Diagnostic Score'. Grades 1-5 send home the CKLA Caregiver Letter for each unit, outlining the target topics and skills and providing guidance for how parents can support their child at home. We host a literacy carnival for families, providing books to help students and families build home libraries. 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?, and in addition to a direct link to the CCSD Read to Succeed webpage which includes even more ideas for supporting readers at home. Our Nest Newsletter is sent home monthly, outlining the content and skills

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

students are focusing on in the upcoming month and tips for parents. Teachers communicate with parents frequently and books/consumables are often sent home to help parents support their student's progress in school. Teachers utilize the iReady teacher toolbox for homework; these resources provide parents with helpful information thus making it feasible for parents to support their child with reading homework. Chicora Elementary is highly committed to strengthening our home-school partnership and encourages families to schedule as needed conferences with their students' teacher, or set up times to visit 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 Chicora Elementary School, reading achievement and growth are closely monitored at the student, classroom, grade, and school levels. General education teachers, EC and ML teachers, interventionists, coaches, and administrators collaborate regularly to analyze multiple sources of data, including iReady diagnostics, CKLA Beginning-of-Year Placement Assessments, FastBridge Early Reading and CBMReading results, quarterly Derivita Benchmarks, formative assessments, and student work samples. Teachers engage in fall and winter data dives to identify individual and class-wide strengths and areas for growth. Reading teachers within each grade-level team collect and analyze data, then share observations and continuous improvement plans with the leadership team. This collaborative process ensures instructional decisions are data-driven and responsive to student needs. Students below the 25th percentile who receive intervention are progress monitored weekly using FastBridge, and all reading data is recorded promptly to allow timely adjustments, reteaching, and targeted support. Weekly 90-minute PLCs and MTSS meetings provide structured opportunities for teachers, interventionists, and administrators to discuss data trends, identify necessary instructional shifts, and implement strategies to accelerate growth. Individual Reading Plans are maintained and updated regularly to reflect the latest data, ensuring all educators supporting a student are aligned in targeting instruction to meet grade-level proficiency. This comprehensive system of monitoring, collaboration, and targeted intervention ensures that every student in PreK–5 receives the support needed to achieve 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.

Chicora Elementary School provides teachers with ongoing training grounded in the Science of Reading and structured literacy to ensure effective instruction in foundational literacy skills for all students in grades 1–5. Classroom teachers and EC teachers have attended district-level training on the Science of Reading, structured literacy, and CKLA-based foundational literacy skills led by district content facilitators. Further training on the Science of Reading is provided through LETRS coursework. Weekly PLCs, led by the reading coach, are aligned with Science of Reading practices to strengthen teacher capacity and improve classroom reading outcomes. Job-embedded professional learning, based on individual teacher needs, is provided through coaching cycles, collaborative planning with district content

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

facilitators, peer observations, and shared learning sessions. Teachers in grades 1–5 also receive ongoing professional development in using assessment data from iReady, CKLA, and FastBridge to inform instruction. Training emphasizes identifying and addressing gaps in foundational literacy skills and implementing targeted interventions to accelerate student growth.

Section G: Analysis of Data

Strengths	Possibilities for Growth
● Data-driven instructional practices to support continuous improvement framework ● Weekly MTSS meetings to determine progress for Tier II and Tier III students and monitor Tier I and implement changes, as needed ● All 3rd and 4th grade ELA teachers are LETRS trained ● Coaches, teachers and administration collaborate weekly in PLC meetings to analyze student data and make instructional decisions based on the DDI process. ● Daily, explicit and systematic phonics instruction in 1st and 2nd grade ● ML and EC teachers following the push-in model ● Co- teaching in 3rd grade classrooms ● Writing instruction in grades 1-5	● General education teachers differentiating grade level curriculum to ensure it is accessible for all learners ● Parent involvement ● Absenteeism ● Teacher knowledge of Scarborough’s Reading Rope and application of the framework during instruction ● Formative assessment system implementations in grades 3-5 ● Standards- based data tracking in grades 1-2

Section H: Previous School Year SMART Goals and Progress Toward Those Goals

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

- 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 2024-2025 as determined by SC READY from 43.5 % to 45 % in the spring of 2025-2026.	Goal not met- In the spring of 2026, 40.7% of third graders scored Meets and Exceeds SC READY.
<u>Previous Goal #2:</u> Increase the percentage of fourth graders scoring Meets and Exceeds in the spring of 2025 as determined by SCREADY from 18.8% to 28% in the spring of 2026.	Goal not met- In the spring of 2025, 27.6% of fourth graders scored Meets and Exceeds SC READY.
<u>Previous Goal #3:</u> Increase the percentage of students in 1st- 5th grade scoring On Grade Level in the fall of 2025 as determined by IREADY from 10% to 25% in the spring of 2026.	Goal Met- In spring of 2026, 35% of 1 st – 5 th grade students on GRADE LEVEL.

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

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

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 2025-2026 as determined by SC READY from 39.5 % to 42.5 % in the spring of 2026-2027.	• Strengthen teacher knowledge of 2023 SC CCR ELA standards • Individualized instruction of foundational skills in 3rd grade • WIN time small groups and target skills determined from analysis of individual domain placements, targeting the weakest foundational skill domain • Supporting tier 2-3 students with explicit intervention instruction by a certified Literacy Interventionist • Use the DDI process during PLCs to analyze assessment data and identify which students and standards require reteaching or additional support. • Intentional standards-based planning for ELA instruction
<u>Current Goal #2:</u> Increase the percentage of fourth graders scoring Meets and Exceeds in the spring of 2026 as determined by SCREADY from 27.6% to 30% in the spring of 2027.	• Engage in DDI during PLCs by analyzing individual students' 3rd grade SCREADY score reports • Leverage iReady Standards Mastery checks (aligned to the SC CCR ELA standards) as a means to pre and post assess student progress within CKLA units

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

	• Coaching cycles to develop teacher knowledge of language comprehension and effective instructional practices • Build general education teacher capacity in differentiation • Two enrichment groups serviced 5 days per week during WIN time. • Resource teachers push-in to general
<u>Current Goal #3:</u> Increase the percentage of students in 1st- 5th grade scoring On Grade Level in the fall of 2026 as determined by IREADY from 14% to 30% in the spring of 2027.	• Reading Coach will strengthen teacher knowledge of how to interpret student data, and use it to make instructional shifts in weekly PLCs • School wide iReady competition • Professional Development from district iReady trainers • Students track individual pathway progression, reflect on domain placement scores and determine steps they can take to ensure they meet their spring goal • All classrooms have iReady lesson trackers in use • 1st and 2nd grade classes have visible lessons and minute trackers posted to foster ownership • Teachers frequently engage in data chats with students • Teachers will create and deliver a Data Dive presentation including an action plan after the fall and winter benchmarks • Providing explicit instruction of foundational skills using CKLA Skills curriculum • WIN time small groups and target skills determined from analysis of individual domain placements, targeting the weakest foundational skill domain

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