

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? 0
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 27
- 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? 0
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? 0
- How many CERDEP PreK teachers and CERDEP Teaching Assistants 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.

At HVES, we utilize a variety of assessments to monitor student growth and guide instruction. Our assessment tools include iReady Reading (K–5) for phonological awareness, phonics, high-frequency words, vocabulary, and comprehension; Fastbridge Early Reading (Kindergarten: letter sounds, letter names, onset sounds, concepts of print, word segmenting, sight words; 1st Grade: sight words, word segmenting, nonsense words, sentence reading); Amplify CKLA curriculum assessments (K–5); KRA and MyIGDIs for Kindergarten and Pre-K; and SC Ready state testing.

We have fully implemented the Amplify CKLA curriculum in grades K–5, providing systematic and explicit instruction aligned with the Science of Reading, the five pillars of reading instruction, and the South Carolina College- and Career-Ready ELA Standards. Additionally, we use Heggerty in Pre-K through 2nd grade to strengthen phonological and phonemic awareness skills.

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.

Amplify CKLA serves as the core literacy program for grades K–5 at HVES and is aligned to the science of reading. This curriculum provides explicit and systematic instruction in foundational reading skills and follows a carefully sequenced approach to building background knowledge. A daily writing component is fully embedded, encompassing handwriting, spelling, and composition. Students in grades K–2 engage with decodable

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readers to reinforce phonics and word recognition skills, while students in grades 3–5 participate in novel study units designed to promote deeper comprehension and analysis.

At the beginning of the school year, placement assessments are administered as well as the iReady Reading Inform and may include word recognition, story reading, letter names and sounds, and grammar and morphology, as appropriate for each grade level. Word recognition is continuously monitored throughout the year through program-based assessments and iReady data, allowing teachers to provide targeted instruction and intervention to ensure students develop fluent, automatic word reading skills.

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.

Universal screeners and diagnostic assessments are administered three times per year (Fall, Winter, and Spring) to monitor student progress and guide instructional decisions. These include iReady for grades K–5 and Fastbridge Early Reading for grades K–1. In addition to overall reading proficiency, these assessments help teachers monitor both word recognition (decoding, sight word fluency, and phonics) and language comprehension (vocabulary and understanding of connected text), ensuring a complete picture of students’ reading development.

Students identified as Tier 2 or Tier 3 may be eligible for pull-out, small-group literacy intervention using the Sounds Sensible/SPIRE Up program, which focuses on systematic phonics, word recognition, decoding, and reading fluency, or for specialized education instruction. Students are assigned to targeted intervention pathways based on multiple sources of data, including i-Ready diagnostic results, FastBridge screening and progress-monitoring data, classroom performance, and teacher observations. Interventionists collaborate with classroom teachers and the MTSS team to determine which students require the intensity and specialized instruction provided through pull-out intervention. Students with significant foundational reading skill gaps or those who demonstrate a need for more intensive, systematic instruction are prioritized for interventionist services and placed in small groups according to their specific instructional needs.

Students who require additional support, but do not need the intensity of pull-out intervention are served within the general education classroom during WIN (What I Need) time. Classroom teachers use student data to identify specific skill deficits and group students according to their instructional needs, providing targeted remediation, practice, enrichment, and progress monitoring. This creates a layered system of support in which students receive the appropriate level of intervention based on their individual needs. Classroom teachers and interventionists communicate regularly about student progress, allowing students to move between intervention pathways as their data indicates a need for increased support, continued intervention, or a return to core instruction. This targeted approach ensures that intervention is responsive, purposeful, and aligned to each student's specific literacy needs.

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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 HVES, we partner with families to keep them informed and involved in their child's learning. Each fall, we hold Data Conferences to review students' individual screening and diagnostic assessment results as well as our school's SC Ready data from the previous year. Families are also invited to our Open House during the first quarter and to our Family Literacy Night in March, which is held in conjunction with the Scholastic Book Fair.

To maintain ongoing communication, teachers send weekly classroom newsletters, Wednesday Folders with student work and grades, and the Amplify CKLA Knowledge Domains Caregiver Letter that explains what students are learning in reading. Parents are always welcome to schedule meetings or phone calls with teachers as needed to discuss progress or concerns.

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.

HVES closely monitors reading achievement and growth through multiple layers of collaboration and data review. Targeted weekly PLCs, grade-level planning days, weekly instructional coach meetings, and MTSS meetings ensure that student data is analyzed regularly and instructional decisions are aligned across classrooms. Guided by the Get Better Faster approach, teams use an ongoing cycle of assessing, analyzing, and acting to identify specific student needs and adjust instruction and intervention accordingly. Our two literacy interventionists utilize i-Ready and FastBridge diagnostics, progress monitoring, and benchmark assessments to form instructional groups and guide targeted intervention, ensuring that students receive the appropriate support to accelerate their reading growth. Panorama Student Success coupled with Solara supports this process by bringing together multiple data points, documenting interventions and goals, and monitoring student progress over time. Progress monitoring data is analyzed to make instructional decisions based on multiple data points and to determine when interventions should be continued, adjusted, or closed.

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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.

All HVES reading teachers in CD, Kindergarten, 1st-3rd grade, as well as our literacy interventionists, have completed LETRS training. In addition, teachers participate in ongoing professional development for Amplify CKLA and engage in weekly planning and curriculum development through PLCs with our reading coach, who holds both LETRS and Literacy Coach certifications. PLC sessions focus on analyzing student data and standards to identify learning gaps, adjust instruction, and ensure alignment with grade-level expectations. During coaching cycles, the reading coach provides support through model lessons, co-teaching, classroom observations, and feedback conferences, helping teachers strengthen core instruction and intervention practices. These professional learning structures ensure that instruction is research-based, aligned with the Science of Reading, and responsive to student needs.

Section G: Analysis of Data

Strengths	Possibilities for Growth
*Comprehensive Assessment System ● Use of iReady (K–5), Fastbridge Early Reading (K–1), Amplify CKLA assessments (K–5), MyIGDIs /KRA (Pre-K/K), and SC Ready to monitor student growth. ● Assessments track both word recognition (decoding, sight word fluency, phonics) and language comprehension (vocabulary, understanding connected text). ● Universal screeners and diagnostic assessments administered three times per year to guide instruction.	*Achievement Gaps ● While 67% (up from 66.7% last of year) of Pupils in Poverty met or exceeded SC Ready Reading, this was slightly below the school goal, indicating a need for continued focus on equity in reading outcomes. ● Some students in Tier 2 and Tier 3 may require additional support or differentiated strategies to accelerate growth in both word recognition and language comprehension.

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*Evidence-Based Curriculum ● Amplify CKLA implemented K–5, aligned with the Science of Reading and the five pillars of reading instruction. ● Systematic, explicit instruction in foundational reading skills with a sequenced approach to building background knowledge. ● Embedded daily writing component including handwriting, spelling, and composition, through more strategically writing aligned with CKLA curriculum. ● K–2 students use decodable readers; 3–5 students participate in novel study units to strengthen comprehension and analysis. ● The Heggerty program (Pre-K–2) strengthens phonological and phonemic awareness. *Targeted Intervention and Support ● Tier 3 students receive pull-out, small-group intervention using Sounds Sensible/SPIRE Up. ● Tier 2 students receive targeted small-group support during classroom WIN time ● Groupings are fluid and adjusted after Winter assessments to meet changing student needs. * Family Engagement ● Fall Data Conferences review individual assessment results and SC Ready data.	*Strengthening Comprehension and Higher-Level Thinking ● Enhance instructional strategies and supports for language comprehension, especially in upper grades, to complement strong foundational skills. *Data-Driven Instruction ● Strengthen the use of data to drive Tier 1 instructional planning, identifying specific reading skills for reteaching, enrichment, and additional practice. ● Continue to refine flexible WIN groups using current assessment and progress-monitoring data so instruction is responsive to changing student needs. ● Increase consistent use of Panorama Student Success with Solara to connect assessment data, intervention plans, progress monitoring, and student outcomes. ● Strengthen the use of the Get Better Faster cycle during PLCs to ensure data analysis consistently results in specific instructional adjustments. ● Use schoolwide trends in reading achievement and growth to identify professional learning needs and strengthen Tier 1 literacy instruction.
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- Open House in Q1 and Family Literacy Night in March with Scholastic Book Fair.
- Weekly newsletters, Wednesday Folders, and Amplify CKLA Knowledge Domains Caregiver Letters maintain communication.
- Parents can schedule meetings or calls with teachers as needed.

***Ongoing Monitoring and Professional Collaboration**

- Weekly PLCs, grade-level planning days, instructional coach meetings, and MTSS meetings ensure regular data review.
- Literacy interventionists use iReady/Fastbridge data, progress monitoring, and benchmark assessments to guide instruction, as well as new SPIRE Up intervention curriculum.

***Professional Development and Teacher Expertise**

- CD–3rd grade reading teachers and literacy interventionists trained in LETRS
- Ongoing Amplify CKLA training and weekly PLC planning with a LETRS- and Literacy Coach-certified reading coach.
- Instruction is research-based, systematic, and aligned with the Science of Reading.

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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 80.9 % to 81.9% in the spring of 2026.	Our percentage of third graders scoring Meets or Exceeds on the Spring 2026 SC Ready assessment was 78.3, which was below our goal.
<u>Previous Goal #2:</u> In English Language Arts (grades 3–5), our goal is to increase the percentage of students meeting or exceeding expectations from 82.3% to 85.6%.	The percentage of students in grades 3-5 who met or exceeded expectations on SC Ready was 82.5, which did not meet our goal, but was a slight improvement from the previous year of 82.3.

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.

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- 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> The percentage of students at HVES in grade 3 scoring meets or exceeds on SC READY ELA will increase from 78.3% in May 2026 to 79.4% by May 2027.	*Data-Driven Grouping: Form intervention groups based on Spring 2026 and Fall 2026 iReady and Fastbridge data. *Tiered Interventions: provide daily Tier 2 and Tier 3 intervention using Sounds Sensible/SPIRE Up. *Ongoing Data Review: Reflect on student data during MTSS meetings and adjust instruction and groups as needed. *Targeted iReady Support: Assign iReady lessons based on student needs and monitor progress through targeted reports. *Curriculum Fidelity: Fully implement all required components of the Amplify CKLA with high fidelity during every core ELA block. *WIN Schedule: Implement time for the What I Need (WIN) schedule to provide personalized support. *Collaborative PLC Work: Use PLC meetings to unpack, discuss, and analyze priority reading standards—especially comprehension and informational text.

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<u>Current Goal #2:</u> In Spring 2027, at least 85% of K-2nd students will place <i>early on grade level</i> or <i>mid/above grade level</i> on iReady reading achievement, up from 84.2% in Spring 2026.	*Data-Driven Grouping: Form intervention groups based on Spring 2026 and Fall 2026 iReady and Fastbridge data. *Tiered Interventions: provide daily Tier 3 intervention using Sounds Sensible/SPIRE Up. *Ongoing Data Review: Reflect on student data during MTSS meetings and adjust instruction and groups as needed. *Targeted iReady Support: Assign iReady lessons based on student needs and monitor progress through targeted reports. *Curriculum Fidelity: Fully implement all required components of the Amplify CKLA with high fidelity during every core ELA block, as well as Heggerty to strengthen phonological and phonemic awareness skills *WIN Schedule: Implement time for the What I Need (WIN) schedule to provide personalized support. *Collaborative PLC Work: Use PLC meetings to unpack, discuss, and analyze priority reading standards—especially comprehension and informational text.

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