



RN Beck Child Development Center
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? 0
- How many teachers in your school are beginning Volume 1 of LETRS this year? 0
- How many teachers in your school are beginning Volume 2 of LETRS this year? 0
- How many CERDEP PreK teachers in your school have completed EC LETRS? 5
- 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 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.

- Assessments: DIAL, myIGDIs, F1S 4K Upper & Lowercase Letter Recognition/ Phoneme Assessments, OG/Phonics, Anecdotal Notes/Observations/Checklists, Student Portfolios
 - DIAL - 4K students are screened to determine baseline data in the following areas of development: Motor, Concepts, and Language; data used to determine appropriate development for a child within average range for his/her age and/or whether there are potential delays in development
 - myIGDIs - 4K students are assessed during the fall & spring testing windows using curriculum-based measures to assess early language and literacy competencies
 - F1S 4K Letter ID/ Phoneme Assessment - Quarterly formal assessment of upper and lowercase letter identification, as well as a student's ability to correctly produce letter sounds
 - OG/ Phonics - daily formative assessments during whole group, small group, 1:1
 - Anecdotal Notes/Observations/Checklists - used during daily whole group, small group, and 1:1 learning opportunities to progress monitor throughout the school year
 - Student Portfolios - student work samples, anecdotes/observations/checklists, assessment information, etc. are maintained to document growth/ progress throughout the school year
- Alphabet, Anchor Charts, various modes/sources of print are displayed/available
- Wide selection of texts - variety of genres, levels
- Use of manipulatives/ multisensory materials/ music & movement
- Indicator Based
- Small Group/ Centers/ 1:1 - Master Schedule incorporates daily, dedicated time for reading instruction
- See Literacy Competency Indicator 3.3
 - Interpret and use assessment data to analyze individual, group, and classroom performance and progress to inform instruction.



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- Use the MTSS process to analyze multiple sources of data to make instructional decisions for whole group, small group, and individual student learning goals.
- Use multiple sources of data to respond to students' needs by developing relevant next steps for teaching.
- Collaborate with other reading professionals to modify instruction and to plan and evaluate interventions based on assessment data.

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.

- DIAL/ myIGDIS - universal screeners/
- Small Group/ Centers/ 1:1 - based on student strengths/ needs; differentiated use of multisensory, SOR aligned resources and materials
- Literacy-Rich Classroom Environment Checklist to assess classroom literacy environment, materials, resources
- Teachers who are trained in OG assist in weekly planning/ modeling of phonics instruction
- EC LETRS training will be offered and required of 4K CERDEP teachers
- See Literacy Competency Indicator 1.2
 - Apply foundations of oral language, reading, and writing development processes and components across an explicit, sequential, and systematic continuum.
 - Provide explicit instructional practices that support reading and writing behaviors and align with scientifically based research.
 - Explain how a strong child development knowledge base (including how oral and written language, close relationships with adults and peers, and opportunities to learn through play) supports student learning.

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 - DIAL, myIGDIs (Fall & Spring administration)
 - Small Group/ Intervention



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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.

- CERDEP Family School Partnership Agreement
- Parent Education Events
- Parent Teacher Conferences
- Quarterly Reporting of Student Progress
- Newsletters/ Resources which provide guidance for at home learning
- SC Family Friendly Early Learning Standards
- SC's Profile of the Ready Kindergartener
- See Literacy Competency Indicator 3.4
 - Provide substantive and dynamic feedback to students, families, and vested others.
 - Communicate regularly and provide feedback to students and families on overall performance, progress toward the SC Early Learning Standards
 - Explain district and state assessments, proficiency standards, and/or student benchmarks to all stakeholders.
 - Collect samples of student work, photographs, anecdotal records, assessments, etc., to provide a history of student growth.
 - Interpret patterns in students' data.
 - Set goals across content areas and literacy improvement initiatives to enhance instruction.

Section E: Document how the school provides for progress monitoring of reading achievement and growth at the school level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.

- Team approach (teachers, parents, admin, coaches, related service support staff, etc.)
- Student Portfolios/ Quarterly Notification of Progress
- MTSS process
- Target small groups/ intervention - built into master schedule twice daily
- Small Groups/ 1:1 Instruction (varied groupings of students/ differentiation based on student needs)
- myIGDIs, minimum 2x per year



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Section F: Explain how the school will provide teacher training based in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students.

- IMSE Pre-K Literacy Plus Training
- EC LETRS Training
- OG/ Multisensory Phonics PD/ refreshers
- SC State Dept of Education Support/ Visits - Devyn Gibbons (Early Learning Specialist)
- PLCs/ Weekly Grade Level Planning (curriculum, data, progress monitoring, instructional strategies, interventions, etc.)
- myIGDIs training
- schoolwide/ districtwide PD offerings

Section G: Analysis of Data (Use above and any current data such as 2025-2026 SC Ready Scores, current STAR reports, module assessments, etc.)

Strengths	Possibilities for Growth
• Rhyming: Made remarkable growth toward Tier 1 proficiency, moving from only 4.3% (6 students) at Tier 1 (Green) in the Fall to 15.0% (21 students) in the Spring. High-risk/no-score categories were reduced significantly. • Sound ID (Alphabet Knowledge & Phonemic Awareness): Demonstrated the strongest overall benchmark achievement and growth, increasing from 20.7% (29 students) in Tier 1 (Green) during the Fall to 40.0% (56 students) in the Spring. Additionally, Tier 3 (Red) decreased from 27.1% (38 students) in the Fall to 26.4% (37 students) in the Spring, while Tier 2 (Orange) dropped to 20.7% (29 students). • Which One Doesn't Belong / WODB (Early Reasoning & Comprehension): Showed significant Tier 1 growth, expanding benchmark attainment from 10.7% (15 students) in the Fall to 35.7% (50 students) in the Spring (over a three-fold increase). Tier 2 (Orange) also grew to 32.9% (46 students), moving many students out of high-risk status.	• Rhyming (Phonological Awareness): Continues to represent the highest area of need. In the Spring, 58.6% of students (82 total: 49 Tier 3 / 33 Tier 2) remain in Tier 2 and Tier 3, with 26.4% (37 students) in the grey category, requiring continued intensive, multisensory phonological instruction. • Sound ID Tier 2/3 Transition: While Tier 1 expanded to 40.0%, 46.4% of students (66 total: 37 Tier 3 / 29 Tier 2) remain below benchmark in the Spring, providing a targeted population for focused small-group instruction. • Which One Doesn't Belong / WODB: Despite strong progress in Tier 1 and Tier 2, 64.3% of students (90 total: 46 Tier 2 / 24 Tier 3 / 20 Grey) scored below benchmark in the Spring, indicating an ongoing need for explicit oral language, vocabulary, and categorization support.



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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>Goal #1:</u> myIGDIs subtest: Rhyming (Domain: Phonological Awareness) Increase the percentage of 4K students scoring "Tier 1 (strong progress)" from 48% (56 out of 140 students in Spring 2025) to 70% (94 out of 139 students in Spring 2026) as measured by the myIGDIs Early Literacy+: Rhyming Subtest	Outcome: 15.0% (21 out of 140 students) achieved Tier 1 (Green) status in Spring 2026. Goal Not Met. While students demonstrated growth from the Fall baseline (4.3% Tier 1), the Spring 2026 result of 15.0% fell short of the 70% target. This goal was not met and we will continue working toward meeting this goal in the 2026-2027 school year; the goal will be adjusted based on current baseline data.
<u>Goal #2:</u> myIGDIs subtest: Sound ID (Domain: Alphabet Knowledge) Increase the percentage of 4K students scoring "Tier 1 (strong progress)" from 51% (71 out of 140 students in Spring 2025) to 75% (104 out of 139 students in Spring 2026) as measured by the myIGDIs Early Literacy+: Sound ID Subtest.	Outcome: 40.0% (56 out of 140 students) achieved Tier 1 (Green) status in Spring 2026. Goal Not Met. Sound ID represented the highest area of achievement with nearly double the growth from Fall baseline (20.7% to 40.0%), but missed the 75% target. This goal was not met and we will continue working toward meeting this goal in the 2026-2027 school year; the goal will be adjusted based on current baseline data.
<u>Goal #3:</u> myIGDIs subtest: Which One Doesn't Belong? (Domain: Early Comprehension) Increase the percentage of 4K students scoring "Tier 1 (strong progress)" from 28% (39 out of 134 students in Spring 2025) to 75% (104 out of 139 students) as measured by the myIGDIs Early Literacy+: Which One Doesn't Belong? Subtest.	Outcome: 35.7% (50 out of 140 students) achieved Tier 1 (Green) status in Spring 2026. Goal Not Met. Although Tier 1 proficiency grew substantially from the Fall baseline (10.7% to 35.7%), the final result of 35.7% fell short of the 75% goal. This goal was not met and we will continue working toward meeting this goal in the 2026-2027 school year; the goal will be adjusted based on current baseline data.



Section I: Current SMART Goals and Action Steps Based on Analysis of Data

Goals	Progress
Goal #1: myIGDIs Subtest: Rhyming (Domain: Phonological Awareness) ● Increase the percentage of 4K students scoring “Tier 1 (strong progress)” from 15.0% (21 out of 140 students in Spring 2026) to 25.0% (Spring 2027) as measured by the myIGDIs Early Literacy+: Rhyming Subtest.	Use myIGDIs Early Literacy+ screening and progress-monitoring data to identify students needing additional support in phonological awareness, alphabet knowledge, and early comprehension. Provide explicit, developmentally appropriate instruction in targeted early literacy skills during whole-group and small-group learning opportunities. Incorporate rhyming, sound identification, oral language, vocabulary, and comprehension activities into daily classroom routines, read-alouds, songs, games, and play-based learning. Use flexible small groups to provide additional practice and targeted support based on individual student needs. Provide repeated opportunities for students to practice targeted skills using multisensory and hands-on activities. Monitor student progress throughout the year and adjust grouping, instructional strategies, and level of support based on student response. Review myIGDIs data collaboratively during grade-level/PLC meetings to identify trends, monitor progress toward goals, and determine instructional next steps. Provide families with simple, developmentally appropriate literacy activities that reinforce rhyming, sound awareness, oral language, and comprehension at home.
Goal #2: myIGDIs Subtest: Sound ID (Domain: Alphabet Knowledge) ● Increase the percentage of 4K students scoring “Tier 1 (strong progress)” from 40.0% (56 out of 140 students in Spring 2026) to 50.0% (Spring 2027) as measured by the myIGDIs Early Literacy+: Sound ID Subtest.	Use myIGDIs Early Literacy+ screening and progress-monitoring data to identify students needing additional support in phonological awareness, alphabet knowledge, and early comprehension.



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Goals	Progress
	Provide explicit, developmentally appropriate instruction in targeted early literacy skills during whole-group and small-group learning opportunities. Incorporate rhyming, sound identification, oral language, vocabulary, and comprehension activities into daily classroom routines, read-alouds, songs, games, and play-based learning. Use flexible small groups to provide additional practice and targeted support based on individual student needs. Provide repeated opportunities for students to practice targeted skills using multisensory and hands-on activities. Monitor student progress throughout the year and adjust grouping, instructional strategies, and level of support based on student response. Review myIGDIs data collaboratively during grade-level/PLC meetings to identify trends, monitor progress toward goals, and determine instructional next steps. Provide families with simple, developmentally appropriate literacy activities that reinforce rhyming, sound awareness, oral language, and comprehension at home.
Goal #3: myIGDIs Subtest: Which One Doesn't Belong? (Domain: Early Comprehension) ● Increase the percentage of 4K students scoring "Tier 1 (strong progress)" from 35.7% (50 out of 140 students in Spring 2026) to 46.0% (Spring 2027) as measured by the myIGDIs Early Literacy+: Which One Doesn't Belong? Subtest.	Use myIGDIs Early Literacy+ screening and progress-monitoring data to identify students needing additional support in phonological awareness, alphabet knowledge, and early comprehension. Provide explicit, developmentally appropriate instruction in targeted early literacy skills during whole-group and small-group learning opportunities. Incorporate rhyming, sound identification, oral language, vocabulary, and comprehension activities into daily classroom routines, read-alouds, songs, games, and play-based learning. Use flexible small groups to provide additional practice and targeted support based on individual student needs.



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Goals	Progress
	Provide repeated opportunities for students to practice targeted skills using multisensory and hands-on activities. Monitor student progress throughout the year and adjust grouping, instructional strategies, and level of support based on student response. Review myIGDIs data collaboratively during grade-level/PLC meetings to identify trends, monitor progress toward goals, and determine instructional next steps. Provide families with simple, developmentally appropriate literacy activities that reinforce rhyming, sound awareness, oral language, and comprehension at home