

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? 2
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 4
- How many teachers in your school are beginning Volume 1 of LETRS this year? 3
- 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? 1
- 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, 2nd-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 Hunley Park Elementary School, the approach to reading assessment and instruction for all PreK, 2nd-5th grade students is rooted in a comprehensive understanding of the essential components of literacy development: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Each of these components is intricately woven into our instructional practices to ensure that every student receives grade-level standards-based English/Language Arts instruction to meet grade level English/Language Arts standards. Reading assessments inform instruction and include the essential components of literacy development: iReady, myIGDIs, and CKLA benchmarks/end-of-unit assessments. We utilize structured literacy curricula such as Creative Curriculum, Core Knowledge Language Arts (CKLA), and Heggerty designed to help students build knowledge and skills systematically to meet grade-level English/Language Arts standards.

Section B: Document how Word Recognition assessment and instruction for PreK, 2nd-5th grade students are further aligned to the science of reading, structured literacy and foundational literacy skills.

To ensure that instruction meets the diverse needs of all students, Word Recognition assessment data is used to inform instruction for PreK, 2nd-5th grade students and is further aligned to the science of reading, structured literacy, and foundational literacy skills. The assessments consist of the iReady Inform for reading administered three times per year and measures reading skills such as the following domains: Phonological Awareness, Phonics, and High-Frequency Words. The Heggerty assessment administered three times a year assessing phonemic and phonological awareness. Systematic and explicit instruction (for PreK, 2nd-5th grade students) in the sub-skills such as Phonological Awareness, Decoding, and Sight Recognition under the Word Recognition Strand of the Reading Rope is provided daily using structured literacy curricula such as Creative Curriculum, Core Knowledge Language Arts (CKLA), and Heggerty designed to help students build knowledge and skills systematically to meet

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grade-level English/Language Arts standards. The second grade Amplify Core Knowledge Language Arts (CKLA) curriculum teaches word recognition and phonics (i.e. decoding) through the daily 60-minute skills strand. In grades 3-5 the Amplify Core Knowledge Language Arts (CKLA) curriculum integrates word recognition and explicit morphology (prefixes, suffixes, and root words) are woven into the 90-minute ELA block (grades 4-5) and 120-minute ELA block (grade 3). Amplify CKLA assesses word recognition and phonics in grade 2 through formative assessments such as exit tickets, mid-unit, and end-of- unit tests embedded within the skills stand. In grades 3-5 Amplify CKLA assesses word recognition and morphology through formative assessments such as exit tickets, mid-unit, and end-of- unit tests embedded within the knowledge units. For students who demonstrate a decoding, fluency, or word recognition gap remediation is provided during small group instruction.

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, 2nd-5th grade who have failed to demonstrate grade-level reading proficiency.

Hunley Park Elementary uses iReady universal screener data and diagnostic assessment data to determine targeted pathways of intervention (word recognition or language comprehension) for students in PreK, 2nd-5th grade who have failed to demonstrate grade-level reading proficiency to determine intervention services, Tier 2 support within the classroom in small group instruction, refining iReady personalized instructional pathways, and progress monitoring curricula/standards mastery. Before the new school year, the intervention team analyzes last spring's iReady reading diagnostic data to identify which students may need extra support. Once the fall reading diagnostic is completed, reading intervention lists are updated to make sure students who are three or more grade levels behind in reading receive priority for intervention. The Tier 3 programs used for intervention are SPIRE Up and SPIRE Up Letters & Sounds. SPIRE Up focuses on decoding, word recognition, fluency, vocabulary, and comprehension. SPIRE Up Letters & Sounds program focuses on phonological awareness. Students are placed appropriately into the program as a result of the initial SPIRE Up placement assessment. The reading interventionist administers progress monitoring weekly during Quarter 1 and bi-weekly during Quarters 2–4 to determine students' response to intervention. FASTbridge NWF is used for students who demonstrate a need for instruction in alphabetic principles, and CBM assessments are used for Grades 2–5. Teachers analyze iReady reading diagnostic results reports, the Instructional Grouping Report, Skills Mastery Report, and Prerequisite Skills Report to drive small group instruction.

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.

All parents are encouraged to attend student data conferences in the fall. Teachers are required to have a data conference before December with all parents. These conferences can be held in person, via Zoom, or via phone call. During these conferences, teachers discuss the i-Ready Inform student report that includes what the student can currently do, what they are ready to learn, and how parents can support at home. Teachers also send home Caregiver letters provided by Amplify CKLA. These caregiver letters explain in friendly language what skills students will be learning and ways that the caregivers can support this learning. Both of these resources are available in the students' home language to ensure access for all students and families. Parents also have the opportunity to attend parent

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workshops throughout the year. These workshops will highlight literacy strategies that can be used at home to support student learning. All 2-3 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, 2nd-5th grade intervention based on all available data to ensure grade-level proficiency in reading.

Teachers participate in 60-Minute Professional Learning Communities (PLCs) each week on Tuesdays and/or Thursdays. During PLC meetings, teachers review assessment data from a previously identified source (curriculum assessment, exit ticket, etc.) using a Data Driven Instruction protocol. Teachers use this protocol to sort student work by “Got It/Mastered,” “Almost Got It,” and “Don’t Got It/Still Learning.” Based on the percentage of students that demonstrate mastery or lack of mastery, teachers decide whether to reteach the standard using a whole group or small group instructional method.

The reading intervention team meets monthly (MTSS - Literacy) to discuss each student in reading intervention, the progress they are making, and whether instructional changes need to be made to ensure consistent growth. Following the Winter i-Ready Diagnostic, the reading intervention team reconvenes to determine if there are students that have demonstrated ability to ‘graduate’ back into class full time or if there are students that may need additional support that are not currently being served.

The district provides four full day planning sessions that are used at the principal’s discretion. The planning days at Hunley Park are used to internalize units, data dives with action step planning, and opportunities for vertical articulations. This year, literacy achievement and growth will be tracked with the 90-Day Plan. This plan is a continuous improvement model that if used correctly, will allow the school to reach its literacy goals.

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, 2nd-5th grade.

Hunley Park provides teacher training based in the science of reading, structured literacy, and foundational literacy skills to support all students in PreK, 2nd-5th grade through trainings and district provided professional development (i.e. LETRS), Professional Learning Communities weekly, Professional Development (the third Wednesday monthly), coaching cycles, and weekly collaborative planning.

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Section G: Analysis of Data

Strengths	Possibilities for Growth
● According to i-Ready data, Hunley Park Elementary entered this year with a Grade 3 Reading year-over-year gain (20 points). Grade 3 reading increased year-over-year, from 18% last fall to 38% this fall (an asset to build on). ● 66% of students are on or above grade level in High Frequency Word recognition based on i-Ready Inform fall (2026) baseline data. ● Cross-department collaboration between general education teachers, multilingual learner specialists, and reading interventionists to maximize student outcomes by aligning language acquisition with literacy development.	● 6.3% of students with exceptionalities scored Meets or Exceeds on SC Ready in the spring of 2025-2026. This indicates a need to strengthen scaffolds and accommodations within core instruction and ensure that resource classes continue to provide explicit, targeted skill development to meet student's individual needs. ● According to the iReady Inform Fall 2026 baseline assessment data, 63% of entering second-grade students demonstrated overall reading proficiency levels standard two or more grades below their current grade level. These metrics demonstrate a need for targeted, strategic, and explicit Tier 2 (can be provided by the classroom teacher) and Tier 3 interventions. To ensure equitable access to grade-level texts, instruction must prioritize foundational phonics instruction while systematically integrating scaffolded vocabulary and comprehension support. ● DDI (Data Driven Instruction) - data analysis and making instructional decisions to support reteaching and/or enrichment.

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

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- 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 40.3 % to 45.3 % in the spring of 2025-2026.	The previous goal was not achieved. 39.70% of third grade students score meets or exceeds in the spring of 2025-2026. Although the goal was not met, the work completed during the 2025–2026 school year provided essential groundwork for the 2026-2027 school year. We will continue the following action steps: • Implementation of high quality curriculum: CKLA Amplify Lessons and Phonics Skills Lessons (2nd), Heggerty Phonemic Awareness (CD). • Implement the Amplify Skills curriculum with integrity and fidelity. • Protect daily phonics/Skills instruction and consistently use CKLA routines for sound-spelling correspondences, blending, segmenting, decoding, and encoding. • Provide targeted phonics intervention/reteaching. • Amplify CKLA Unit and/or Lesson Internalization teachers will answer the following questions...What do we want all students to know and be able to do ? How will we know if they learn it?How will we respond when some students do not learn ?How will we extend the learning for students who are already proficient? • Amplify CKLA Unit and/or Lesson Internalization Continued-teachers will identify the focus standards for the unit and/or lessons, demonstrate an understanding of why the unit is important, identify what students should know and be able to show by the end of this unit, backwards design with the end in mind (test drive the assessments), identify standards the assessment covers, identify what students need to know and be able to do to complete the assessment task(s), identify the formal writing piece students will complete

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	during the unit, identify advance preparation resources to support students ● Walkthrough data to determine trends and patterns within the third grade team and provide focused feedback and coaching. ● Data Driven Instruction Protocol (See It, Name It, Do It) to analyze student assessments, determine areas of need, plan, reteach, and reassess the learning. ● Data dives after each assessment (i.e. end of unit assessments, benchmarks, and universal screeners) window to determine: ○ Strengths and weaknesses within standard strands ○ Instructional focus ○ Strategies to implement grade wide or teacher by teacher during intervention block ○ Reteach strategies and progress monitoring ● Intentional focus on scaffolds and accommodations for students with exceptionalities and Multilingual Learners.
<u>Previous Goal #2:</u> Increase the percentage of 3rd - 5th graders scoring Meets and Exceeds in the spring of 2024-2025 as determined by SC READY ELA from 53.5% to 58.5% in the spring of 2025-2026.	The previous goal was not achieved. 46.5% of 3rd-5th graders scored meets or exceeds in the spring of 2025-2026. Although the goal was not met, the work completed during the 2025–2026 school year provided essential groundwork for the 2026-2027 school year. We will continue the following action steps: ● Implementation of high quality curriculum: CKLA Amplify Lessons and Skills Lessons (2nd), Heggerty Phonemic Awareness (CD and 2nd). ● Walkthrough data to determine trends and patterns within the third grade team and provide focused feedback and coaching.

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	● Data Driven Instruction Protocol (See It, Name It, Do It) to analyze student assessments, determine areas of need, plan, reteach, and reassess the learning. ● Data dives after each assessment (i.e. end of unit assessments, benchmarks, and universal screeners) window to determine: ○ Strengths and weaknesses within standard strands ○ Instructional focus ○ Strategies to implement grade wide or teacher by teacher during intervention block ○ Reteach strategies and progress monitoring ● Intentional focus on scaffolds and accommodations for students with exceptionalities and Multilingual Learners.
<u>Previous Goal #3:</u> Increase the percentage of SWD scoring Meets and Exceeds in the spring of 2024-2025 as determined by SC READY ELA from 7.1% to 24 % in the spring of 2025-2026.	Data demonstrates 6.3% (a decrease from last year) of SWD scoring meets and/or exceeds in the spring of 2025-2026 resulting in us not meeting the established previous goal. However, we will continue to do the following: ● Implementation of high quality curriculum: CKLA Domain Lessons and Skills Lessons (2nd), Heggerty Phonemic Awareness (CD and 2nd). ● Intentional planning for scaffolds, supports, and accommodations for on grade level instruction using high quality curriculum, CKLA Amplify. ● Monthly EC team meetings to discuss student trends, data, and next steps.

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	● Intentional focus on IEP goals to determine whether the goals are aligned with student needs and whether the accommodations align with in-class support needs. In addition to the aforementioned steps, we will solicit the help of the Department of Exceptional Children to conduct professional development opportunities for EC teachers and school-wide staff. We will also participate in data dives led by members of the DEC team.
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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 2025-2026 as determined by SC READY from 39.70 % to 42.70 % in the spring of 2026-2027.	To ensure we meet our goal, we will be intentional with the following: ● Implementation of a high quality curriculum with integrity: Amplify CKLA Lessons and Skills Lessons (2nd), Heggerty Phonemic Awareness (CD and 2nd). ● Walkthrough data to determine trends and patterns within the third grade team and provide focused feedback and coaching.

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	• Data Driven Instruction Protocol (See It, Name It, Do It) to analyze student assessments, determine areas of need, plan, reteach, and reassess the learning. • Utilize the Know and Show standard deconstruction protocol for PLCs to ensure an understanding of the standard and the rigor in which it must be taught. • Utilize the district provided planning days to internalize units and/or lessons, plan for small group instruction, conduct data dives after each assessment window to determine, plan for academic monitoring (i.e. establishing the success criteria and probing questions), and etc. • Analyzing iReady data (diagnostic results, personalized instructional summary, historical data results) to determine tier 2 intervention and reteach lessons to prioritize in small groups.
<u>Current Goal #2:</u> Increase the percentage of 3rd - 5th graders scoring Meets and Exceeds in the spring of 2025-2026 as determined by SC READY ELA from 46.5% to 52.5% in the spring of 2026-2027.	To ensure we meet our goal, we will be intentional with the following: • Implementation of a high quality curriculum with integrity: Amplify CKLA Lessons and Skills Lessons (2nd), Heggerty Phonemic Awareness (CD and 2nd). • Walkthrough data to determine trends and patterns within the third grade team and provide focused feedback and coaching. • Data Driven Instruction Protocol (See It, Name It, Do It) to analyze student assessments, determine areas of need, plan, reteach, and reassess the learning.

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	• Utilize the Know and Show standard deconstruction protocol for PLCs to ensure an understanding of the standard and the rigor in which it must be taught. • Utilize the district provided planning days to internalize units and/or lessons, plan for small group instruction, conduct data dives after each assessment window to determine, plan for academic monitoring (i.e. establishing the success criteria and probing questions), and etc. • Intentional focus on scaffolds and accommodations for students with exceptionalities and Multilingual Learners. • Utilize 90-Day Plan to focus on continuous improvement • Data dives after each assessment window to determine: ● Strengths and weaknesses within standard strands ● Instructional focus ● Strategies to implement grade wide or teacher by teacher during intervention block ● Reteach strategies and progress monitoring
<u>Current Goal #3:</u> Increase the percentage of SWD scoring Meets and Exceeds in the spring of 2025-2026 as determined by SC READY ELA from 6.3% to 30 % in the spring of 2026-2027.	To ensure we meet our goal, we will be intentional with the following: • Implementation of high quality curriculum: Amplify CKLA • Intentional planning for scaffolds, supports, and accommodations for on grade level instruction using high quality curriculum, Amplify CKLA. • Monthly EC team meetings to discuss student trends, data, and next steps.

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	• Intentional focus on IEP goals to determine whether the goals are aligned with student needs and whether the accommodations align with in-class support needs. • Increase collaboration between EC teachers and general education teacher • Utilize both push-in and pull out models of support for EC teachers. • Solicit the help of the Department of Exceptional Children to conduct professional development opportunities for EC teachers and school-wide staff. • Participate in data dives led by members of the DEC team.
<u>Current Goal #4:</u> Increase the percentage of 2nd graders scoring early on grade level, mid or above grade level in the spring of 2026-2027 as determined iReady from a 7% fall baseline to 22% in the spring of 2026-2027.	To ensure we meet our goal, we will be intentional with the following: • Walkthrough data to determine trends and patterns within the second grade team and provide focused feedback and coaching. • Implement the Amplify Skills curriculum with integrity and fidelity. • Protect daily phonics/Skills instruction and consistently use CKLA routines for sound-spelling correspondences, blending, segmenting, decoding, and encoding. • Provide targeted phonics intervention/reteaching. • Amplify CKLA Unit and/or Lesson Internalization teachers will answer the following questions...What do we want all students to know and be able to do ? How will we know if they learn it?How will we respond when some students do not learn ?How will we extend the learning for students who are already proficient? • Amplify CKLA Skills Unit and/or Lesson Internalization Continued- teachers will identify the focus standards for the unit and/or lessons, identify what students should know and be able to show by the end of

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	this unit, backwards design with the end in mind (test drive the assessments), identify standards the assessment covers, identify what students need to know and be able to do to complete the assessment task(s), • Data dives after each assessment window to determine: ● Strengths and weaknesses within the phonics domain ● Instructional focus ● Strategies to implement grade wide or teacher by teacher during intervention block ● Reteach strategies and progress monitoring
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