

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? **6/30**
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? **17/30**
- How many teachers in your school are beginning Volume 1 of LETRS this year? **6/30**
- How many teachers in your school are beginning Volume 2 of LETRS this year? **2/30**
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? **1/5**
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year? **0/5**

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.

James B. Edwards uses high-quality curriculum materials for instruction of all PreK-5th grade students in the school. These curriculum materials target the major pillars of literacy including oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Teachers use explicit teaching strategies to ensure all students have access to the curriculum.

The Creative Curriculum program for the Child Development PreK classrooms encourages early critical thinking skills for our youngest students. It delivers language and literacy content in a research-backed, play based manner. Students develop rich vocabulary through hands-on lessons and early literacy skills in the areas of rhyme, letter sounds, letter identification, onset sounds, and more. Daily read-alouds build background knowledge and provide models of fluent reading. The curriculum is aligned with the South Carolina Early Learning standards.

In grades K-5, CKLA, a content-rich curriculum grounded in the science of reading, is used. Core Knowledge Language Arts (CKLA) is aligned to the South Carolina ELA standards. CKLA provides instruction in the areas of phonological awareness, phonics, vocabulary, fluency and comprehension.

Various formative and summative assessment tools are used throughout the year to best understand the instructional needs of our students. These assessments assist teachers in making instructional decisions so that students are best prepared to meet grade-level English/Language Arts standards. James B. Edwards has universal assessments that are administered three times a year. In grades K-5, iReady is given in the Fall, Winter and Spring. iReady measures phonological awareness, phonics, vocabulary and comprehension. Fastbridge (dyslexia screener) is administered three times a year with our Kindergarten and First Grade Students. This 1:1 assessment measures oral language, phonological awareness, sight word vocabulary, letter

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and nonsense word fluency. Students in kindergarten are assessed with KRA at the beginning of the school year to get additional information regarding their early literacy skills.

In our PreK classes, myIGDIs is used three times a year to better understand our youngest learners academically. This 1:1 assessment focuses on early literacy skills that are crucial for literacy development. Letter names and sounds, rhyming, oral language and vocabulary are assessed.

In addition, our K-5 teachers administer CKLA assessments to analyze student performance and growth and use this data to plan for remediation and extension activities. Students in 3rd-5th are also assessed two times a year for district common benchmark assessments. This work is done during PLCs.

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.

The students at James B. Edwards are taught explicitly and systematically word recognition skills that are aligned to the science of reading. In our Pre-K-2 grade classrooms, Heggerty is used to explicitly teach, reinforce and practice phonological awareness skills daily. Our structured literacy curriculum, CKLA, is used in our K-2 grade classrooms. This approach is completely aligned to the science of reading. Foundational reading skills such as decoding, encoding and irregular word development are systematically taught daily. Our structured literacy curriculum, CKLA, focuses on the important skills of morphology and grammar to assist in word recognition in grades 3-5. To help guide instruction, spelling, morphology and grammar assessments are used throughout the units to better understand the needs of our 3-5 grade students.

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.

James B. Edwards uses universal screener data from Fastbridge, iReady, and myIGDIs, and diagnostic assessments such as iReady, LETRS Phonics and Word Reading Survey and Heggerty's Phonological Awareness Inventory to determine targeted pathways of intervention for students demonstrating below grade level proficiency. Multiple points of data are analyzed to determine students who need additional support and what type of intervention will best meet their needs and fill in their learning gaps. We align student needs using the CCSD Elementary Intervention Guidelines to match students to a targeted pathway for intervention. Based on the data, we place students in groups that focus either on decoding skills or language comprehension. Spire Up, the Orton- Gillingham approach, are programs that are used in our pull out intervention programs. iReady data (K-5), Fastbridge data (K-1), along with other diagnostic assessments are used by the teacher to provide targeted skill interventions in the classroom. Students with an IEP are strategically placed in the appropriate program based on their needs and IEP goals.

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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.

James B. Edwards works closely with families to communicate how they can best support their child as a reader and writer at home. The parents and/or guardians of students receive weekly newsletters explaining what is being covered in class and ideas of how to assist their student at home. A Literacy Night is held once a year for the entire school. This event provides literacy resources, tips, and best practices to extend learning at home. Make and take stations are also set up where hands on literacy tools are made and explained to use at home. Informational sessions are held at the beginning and the end of the year for parents who have a student in reading intervention. During these sessions, parents learn about the specific intervention as well as resources and strategies to be used at home. Data conferences are held for all students at the beginning of the year to explain assessment data that was administered. School Improvement Council as well as PTO meetings are held once a month at James B, Edwards where parents and families are active. Parents are included in Individual Problem Solving meetings, as part of the MTSS process, when necessary to gather additional data on a student. 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.

Teachers monitor the reading achievement and growth of students using formative and summative assessments from curriculum- based measures using our science of reading aligned curriculum, CKLA. Through the data-driven instructional process of PLCs, teachers work with grade levels teammates along with the Reading Coach and administration to analyze students' proficiency levels on these formative and summative assessments to determine gaps in skills that need to be addressed. Teachers then provide differentiated, small group instruction targeting students' specific needs.

Students who are in need of intensive reading support are progress monitored weekly using the Fastbridge platform. Foundational skills are measured using the Nonsense Word Fluency and/or CBMreading. Comprehension can also be measured through Fastbridge. For these students, their progress is checked weekly to ensure they are on track to meet their literacy intervention goal. Phase changes are made in the specific

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intervention when progress is not being made. A phase change may include increasing minutes, decreasing group size or making an adjustment to the intervention materials used.

Teachers and administrators work together in PLCs and MTSS teams to collect and analyze data to make instructional decisions and create action plans for groups of students as well as individual students.

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.

James B. Edwards provides teachers ongoing, job embedded professional learning opportunities based on school data. Collaboration through coaching cycles with the school reading coach, collaboration and planning with grade level colleagues, the data-driven process used during PLCs, and the feedback provided by district and school based coaches through learning walks all contribute to professional learning opportunities. Training based on the science of reading is provided through LETRS coursework, Heggerty training, and the ongoing professional development CKLA provides, JBE teachers in K-2 along with one teacher in grade 3 have been trained in the classroom Orton-Gillingham approach. These teachers have received their Classroom Educator Certificate by completing a year long practicum. This training has greatly impacted our understanding of foundational literacy skills to support all students.

Section G: Analysis of Data

Strengths	Possibilities for Growth
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• Instructional curriculum aligned to the science of reading is being used in grades Pre-K- 5th grade. This curriculum aligns with South Carolina’s ELA/Language Arts standards. • Data driven PLCs are conducted weekly to ensure all students are progressing and action steps are taken if students are not. • Instruction is explicit and systematic.	• Continue to provide training and guidance around small group targeted Tier 2 instruction within the classroom. • Ensure all teachers in grades K-3 are LETRS trained. Encourage teachers in grades Pre-K and grades 4-5 to complete the training. • Continue our learning in regards to the scaffolding of grade level text so that all students can access it.
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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 2024-2025 as determined by SC READY from 64.8 % to 70.0 % in the spring of 2025-2026.	This goal has been met.
<u>Previous Goal #2: Decrease the percentage of third graders scoring Does Not Meet in 2024-2025 as determined by SC Ready from 3.0% to 2.0% in the spring of 2025-2026.</u>	The percentage of students who did not meet in the spring of 2025-2026 was 3.5%. Even though the goal was not met, the number of students increased by just one. Explicit and systematic instruction that align with the South Carolina standards will be used to continue to deliver instruction to ensure the learning needs of all students are met.

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<u>Previous Goal #3:</u>	

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 2026 as determined by SC READY from 86.70 % to 87.40 % in the spring of 2027.	• Provide training, guidance, coaching cycles, and data dives around small group targeted Tier 2 instruction within the third grade classroom. • Continue to provide professional development around the scaffolding of grade level text to teachers in order for all students to have an access point to the text.

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	• Strengthen the reading and writing connection by writing across all curriculum areas.
<u>Current Goal #2: Increase the percentage of students in grades K-2 scoring mid or above grade level in the area of phonics in the spring of 2026 as determined by iReady inform from 76% to 80% in the spring of 2027.</u>	• Internalize Tier 1 foundational skills curriculum (CKLA) during grade level PLCs. • Analyze Tier 1 foundational skills data in grade level PLCs to create action plans for students who need reinforcement and remediation. • Provide training and guidance around small group targeted Tier 2 foundational skills instruction within the K-2 classroom.
<u>Current Goal #3:</u>	