

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? 9
- 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? 2
- How many teachers in your school are beginning Volume 2 of LETRS this year? 2
- 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-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 Island Elementary School (JIES) provides comprehensive, evidence-based literacy instruction for all PreK–5 students, addressing the six essential components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Instruction is grounded in the Science of Reading and aligned with South Carolina English Language Arts Standards to develop the foundational skills and background knowledge necessary for students to comprehend increasingly complex grade-level texts.

PreK: Students receive daily, explicit phonological and phonemic awareness instruction through the Heggerty Phonemic Awareness Program, targeting rhyming, alliteration, syllables, blending, segmenting, and phoneme manipulation. Oral language, vocabulary, and listening comprehension are developed through interactive read-alouds, structured conversations, and retelling activities. The myIGDIs assessment is administered individually in the fall, winter, and spring to measure early literacy indicators, including expressive vocabulary, phonological awareness, and sound identification. Results guide differentiated instruction, identify students needing additional support, and monitor kindergarten readiness.

Kindergarten–2nd Grade: Students receive systematic, explicit literacy instruction through Amplify CKLA, supplemented by daily Heggerty lessons. CKLA's Skills strand develops phonological awareness, phonics, decoding, word recognition, and fluency, while the Knowledge strand strengthens oral language, vocabulary, background knowledge, and comprehension through content-rich texts and structured discussions. Fluency is reinforced through decodable texts, repeated reading, and teacher modeling.

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Grades 3–5: Amplify CKLA continues to provide comprehensive literacy instruction, emphasizing advanced word analysis, morphology, fluency, vocabulary, and comprehension while reinforcing foundational skills as needed. Through knowledge-rich units, students engage in increasingly complex literary and informational texts, develop academic vocabulary, practice fluent reading, make inferences, summarize, analyze text structures, and evaluate author's purpose and perspective. Oral language is strengthened through collaborative discussions and text-based responses.

Teachers utilize multiple assessments to identify instructional needs, guide differentiated instruction, and monitor student progress, including the Kindergarten Readiness Assessment (KRA) (K), FastBridge (K–1), Core Phonics Survey (K–3), CKLA Beginning-of-Year Assessments (K–5), and i-Ready Diagnostic (K–5). These assessments provide valuable data on students' readiness, foundational reading skills, vocabulary, and comprehension. i-Ready is administered three times annually (fall, winter, and spring), with results used alongside other assessment data to identify skill gaps, form flexible instructional groups, plan targeted interventions, and assign personalized *My Path* lessons to support individual student growth and grade-level proficiency.

Schoolwide Assessment and Instructional Alignment: JIES uses multiple assessment measures to make data-informed instructional decisions, adjust instruction, and provide targeted support for students performing below, at, or above grade level. By systematically integrating all six components of reading, JIES ensures that all PreK–5 students have access to comprehensive literacy instruction designed to build reading proficiency, strengthen text comprehension, and support mastery of grade-level South Carolina ELA Standards.

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.

At James Island Elementary School (JIES), word recognition instruction is grounded in the Science of Reading and structured literacy principles, emphasizing the progression from phonological and phonemic awareness to systematic phonics, decoding, encoding, and automatic word recognition. Teachers apply knowledge gained through LETRS professional development and incorporate supplemental strategies to strengthen explicit, systematic foundational literacy instruction.

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PreK: Students receive daily phonological and phonemic awareness instruction through the Heggerty Phonemic Awareness Program, targeting rhyming, alliteration, syllables, blending, segmenting, and phoneme manipulation. myIGDIs assessments are administered in the fall, winter, and spring to identify early literacy strengths and needs, guide small-group instruction, and monitor kindergarten readiness.

Kindergarten–2nd Grade: Heggerty instruction continues alongside Amplify CKLA's Skills strand, which provides explicit, systematic, and cumulative phonics instruction. Students progress from letter-sound correspondences and basic decoding to advanced phonics patterns, multisyllabic words, and encoding. Decodable texts and repeated practice strengthen orthographic mapping, automatic word recognition, and reading fluency. Supplemental strategies reinforce foundational skills through targeted sound-spelling and word-building activities.

Grades 3–5: Amplify CKLA extends word recognition instruction through advanced decoding, syllable division, morphological analysis, and encoding. Students apply knowledge of prefixes, suffixes, base words, and Greek and Latin roots to decode increasingly complex multisyllabic words. Students demonstrating persistent foundational skill gaps receive targeted instruction alongside grade-level literacy instruction.

Assessment and Differentiated Instruction: JIES utilizes multiple assessments to identify word recognition needs and monitor student growth, including myIGDIs (PreK), Kindergarten Readiness Assessment (K), FastBridge (K–1), Core Phonics Survey (K–3), CKLA Beginning-, Middle-, and End-of-Year Assessments (K–5), and i-Ready Inform (K–5). Teachers analyze assessment results to determine mastery of prerequisite skills, provide grade-level whole-group instruction, form flexible instructional groups, and deliver targeted Tier II interventions. Students with significant, persistent decoding deficits receive intensive Tier II structured literacy intervention through SPIREup, delivered by a certified reading interventionist.

Through this coordinated, data-driven approach, JIES systematically develops the accurate and automatic word recognition skills necessary for fluent reading, text comprehension, and mastery of grade-level South Carolina English Language Arts Standards.

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.

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James Island Elementary School (JIES) utilizes a comprehensive, data-driven assessment process to identify students performing below grade-level reading proficiency and determine targeted intervention pathways in word recognition, language comprehension, or both. The MTSS and Literacy teams meet weekly to analyze student performance, review intervention progress, and make instructional decisions aligned with the Science of Reading.

Universal Screening and Diagnostic Assessment: PreK students receive the DIAL-4 upon entry and myIGDIs three times annually (fall, winter, spring) to assess developmental readiness and early literacy skills. Kindergarten students complete the Kindergarten Readiness Assessment (KRA), while FastBridge earlyReading is administered in grades K–1. All K–5 students complete the i-Ready Diagnostic three times annually, providing data on phonological awareness, phonics, word recognition, vocabulary, and comprehension.

Following each screening window, the MTSS and Literacy teams analyze assessment results by percentile, grade-level placement, domains, and subgroups. Students performing below the 25th percentile are flagged for additional diagnostic review. The Core Phonics Survey (K–3) and Amplify CKLA Beginning-of-Year Assessments (K–5) provide further information about foundational skill mastery and decoding gaps. Multiple data points are used to determine whether students require word recognition intervention, language comprehension intervention, or support in both areas.

Targeted Intervention Pathways:

Word Recognition: Students demonstrating weaknesses in phonological awareness, phonics, decoding, or automatic word recognition receive explicit, systematic Tier II small-group instruction from classroom teachers. Students requiring additional Tier II/III support receive intensive structured literacy intervention through SPIREup (K–5), delivered by a certified reading interventionist.

Language Comprehension: Students demonstrating weaknesses in vocabulary, oral language, background knowledge, or reading comprehension receive targeted intervention through 95 Percent Group (3–5), delivered by a certified reading interventionist. Students with needs in both pathways receive support addressing both areas.

The MTSS team individualizes intervention frequency, duration, and group size based on each student's diagnostic profile and level of need. All students continue receiving grade-level core literacy instruction through Amplify CKLA while participating in targeted interventions.

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Progress Monitoring and Individualized Support: Student progress is monitored through FastBridge, i-Ready benchmark data, CKLA assessments, and skill-specific progress checks. The MTSS and Literacy teams review intervention data weekly to evaluate student response, adjust instructional intensity, and determine continued support needs. Students receiving reading services through an Individualized Education Program (IEP) receive individualized instruction aligned with their documented goals, assessment results, and identified reading needs.

Through this coordinated approach, JIES ensures that students who are not demonstrating grade-level reading proficiency receive timely, targeted, and responsive interventions designed to strengthen foundational literacy skills and support progress toward grade-level reading 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.

James Island Elementary School (JIES) maintains a coordinated system of communication and family engagement to help parents and caregivers understand their child's literacy progress and support reading and writing development at home.

Following each i-Ready Diagnostic (fall, winter, and spring), teachers send home the i-Ready For Families report, outlining students' reading placement, strengths, areas for growth, and recommended at-home strategies. Families are invited to quarterly data conferences, with additional meetings offered as needed, to discuss assessment results, student progress, and individualized literacy support.

Teachers maintain ongoing communication through ClassDojo and weekly print and digital newsletters, sharing classroom updates, current reading and writing objectives, vocabulary, and practical activities families can reinforce at home. Families in grades K–5 receive Amplify CKLA Caregiver Letters at the beginning of each instructional unit, providing curriculum overviews and strategies for supporting oral language, vocabulary, comprehension, spelling, and writing. PreK–2 families also receive guidance on reinforcing Heggerty phonological awareness skills through rhyming, sound games, and oral word play.

The JIES Literacy Team, consisting of the reading coach, teacher librarian, and PreK–5 teacher representatives, host an annual Family Reading Night, offering hands-on literacy activities, instructional guidance, and take-home resources. The team also partners with the local neighborhood library to promote reading and writing initiatives during winter and spring breaks.

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Additionally, all K–3 families receive the Read to Succeed Family Letter, available in more than ten languages, explaining the Science of Reading, South Carolina's Read to Succeed Act, student progress communication, and ways to support literacy at home. Families are also directed to the Charleston County School District Read to Succeed webpage for additional resources.

Through consistent communication, accessible resources, and collaborative literacy opportunities, JIES equips families to actively support their children's growth as readers and writers.

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.

James Island Elementary School (JIES) monitors reading achievement and growth through a comprehensive, data-driven system integrating universal screening, diagnostic assessments, classroom performance, and ongoing progress monitoring. Teachers and the MTSS/Literacy teams analyze multiple data sources to identify instructional needs, evaluate student growth, and ensure progress toward grade-level South Carolina ELA Standards. Classroom-Level Monitoring: PreK students complete myIGDIs three times annually (fall, winter, spring), while kindergarten students also receive the Kindergarten Readiness Assessment (KRA). FastBridge earlyReading is administered in grades K–1, and the Core Phonics Survey (K–3) provides additional diagnostic information for students demonstrating foundational skill gaps. Across grades K–5, teachers utilize Amplify CKLA Beginning-of-Year, mid-unit, and end-of-unit assessments to monitor prerequisite skill mastery and progress throughout instruction. Students in grades 3–5 also complete district ELA benchmark assessments to measure performance aligned with grade-level standards. Teachers use these results alongside classroom observations to differentiate instruction, form flexible groups, adjust instructional pacing, and provide targeted Tier II support.

Schoolwide Monitoring and Intervention Decisions: The i-Ready Diagnostic (K–5) is administered three times annually (fall, winter, spring). The MTSS and Literacy teams meet weekly to review student performance and intervention data. Following each diagnostic window, teams analyze results by reading domain, percentile, grade-level placement, and student subgroup to identify growth trends and instructional needs across classrooms and grade levels. Students performing below the 25th percentile receive additional diagnostic review; intervention placement is determined using multiple data points rather than a single score.

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Assessment results guide targeted intervention pathways based on identified needs in word recognition, language comprehension, or both. Classroom teachers provide Tier II small-group instruction, while students requiring additional Tier II/III services receive intervention from a certified reading interventionist using SPIREup (K–5) for word recognition and 95 Percent Group (K–5) for language comprehension. Intervention frequency, duration, and group size are individualized by the MTSS team. Students with IEPs receive instruction aligned with their documented goals, assessment results, and required accommodations. Instruction and support are provided through the service-delivery model specified in each student's IEP, including pull-out, push-in, and/or small-group instruction, as appropriate.

Progress Monitoring and Continuous Improvement: The certified reading interventionist uses FastBridge to monitor students receiving targeted intervention. Progress-monitoring results are reviewed during weekly MTSS/Literacy meetings to determine whether services should be maintained, intensified, modified, or reduced. Schoolwide i-Ready growth data are also analyzed across benchmark windows to evaluate instructional effectiveness, identify additional support needs, and guide continuous improvement toward grade-level 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.

James Island Elementary School (JIES), in partnership with Charleston County School District (CCSD), provides ongoing professional development to ensure PreK–5 teachers implement evidence-based literacy instruction aligned with the Science of Reading, structured literacy principles, and South Carolina ELA Standards. District-level training, including professional learning led by Amplify CKLA leaders, supports effective implementation of CKLA's Skills and Knowledge strands (K–5). Teachers implementing Heggerty (PreK–2) also receive instructional support to strengthen systematic phonological and phonemic awareness instruction.

LETRS (Language Essentials for Teachers of Reading and Spelling) remains an ongoing professional learning initiative, with teachers at various stages of participation. This training deepens teachers' understanding of foundational literacy skills, including phonological awareness, phonics, decoding, fluency, vocabulary, and comprehension, and strengthens their ability to deliver explicit, systematic instruction and respond to individual student needs.

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Through ongoing Professional Learning Communities (PLCs), teachers unpack South Carolina ELA Standards, collaboratively plan CKLA units, align instruction and assessments, analyze student performance data, and share effective literacy strategies. Weekly MTSS and Literacy team meetings further support data-driven decisions regarding differentiated instruction and targeted interventions.

The school-based leadership team and reading coach provide additional job-embedded support through classroom observations, instructional feedback, and coaching focused on structured literacy implementation, instructional fidelity, and differentiation. Together, these professional learning opportunities ensure that teachers consistently apply Science of Reading principles to strengthen foundational literacy instruction and support all students in progressing toward grade-level reading proficiency.

Section G: Analysis of Data

Strengths	Possibilities for Growth
● Schoolwide implementation of Science of Reading-aligned programs: Amplify CKLA (K–5) and Heggerty (PreK–2). ● Comprehensive PreK–5 assessment system using multiple measures to monitor growth and guide instruction. ● Weekly MTSS and Literacy team meetings to analyze student data and adjust interventions. ● Targeted Tier II/III intervention pathways using SPIREup for word recognition and 95 Percent Group for language comprehension. ● Ongoing LETRS training, weekly PLCs, instructional coaching, and classroom observations.	● Increase consistent use of i-Ready data and instructional resources to strengthen differentiated instruction. ● Expand PreK and Head Start teacher participation in EC LETRS to strengthen early literacy instruction. ● Strengthen PLC analysis of assessment data and student work samples to guide targeted instruction. ● Improve consistent use and documentation of FastBridge progress-monitoring data to guide intervention adjustments. ● Strengthen vertical alignment of foundational literacy instruction through collaborative grade-level planning.

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• One full-day collaborative planning session per quarter supports data analysis and instructional planning. • Designated FLEX time provides intervention and differentiated services without interrupting core instruction.	
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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 <u>80.9%</u> % to <u>85</u> % in the spring of 2026.	Our percentage of third graders scoring Meets or Exceeds on the Spring 2026 SC Ready assessment was 73.9%, which was below our goal.
<u>Previous Goal #2:</u> Increase the percentage of first graders scoring early on grade level and mid or above grade in the Fall of 2025 as determined by i-Ready from <u>32%</u> to <u>80%</u> in the Spring of 2026.	Our percentage of first graders scoring early on grade level and mid or above grade on the Spring 2026 SC Ready assessment was 81.5%, which was above our goal.

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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 2026 as determined by SC READY from __73.9__ % to __75__ % in the spring of [current school year].	Data-Driven Grouping: Form intervention groups based on Spring 2026 and Fall 2026 iReady and Fastbridge data. Tiered Interventions: provide daily Tier 2 using SPIRE Up/ 95 Percent Group. Data Review: Reflect on student data during MTSS meetings and adjust instruction and groups as needed. iReady Support: Assign iReady lessons based on student needs and monitor progress through targeted reports. Curriculum Integrity: Fully implement all required components of the Amplify CKLA with high integrity during every core ELA block. FLEX Schedule: Implement time for a targeted small group schedule to provide personalized support.

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	Collaborative PLC Work: Use PLC meetings to unpack, discuss, and analyze priority reading standards.
<u>Current Goal #2:</u> Increase the percentage of K-2nd graders scoring Early On Grade Level, Mid On Grade Level, or Above Grade Level in the Fall of 2026 as determined by i-Ready from ___25.6%__ to ___75%__ in the Spring of 2026.	Data-Driven Grouping: Form intervention groups based on Spring 2026 and Fall 2026 iReady and Fastbridge data. Tiered Interventions: provide daily Tier 2 using SPIRE Up/ 95 Percent Group Data Review: Reflect on student data during MTSS meetings and adjust instruction and groups as needed. iReady Support: Assign iReady lessons based on student needs and monitor progress through targeted reports. Curriculum Integrity: Fully implement all required components of the Amplify CKLA with high integrity during every core ELA block. FLEX Schedule: Implement time for a targeted small group schedule to provide personalized support. Collaborative PLC Work: Use PLC meetings to unpack, discuss, and analyze priority reading standards.