

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? 1
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 17
- 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? 1
- 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.

Oral Language:

All students (PreK-5th) are regularly assessed for Oral Language skills through conversations, collaboration with peers, storytelling, and retelling to evaluate students' vocabulary, sentence structure, and ability to express ideas clearly. Pre-K are also assessed through the myIGDIs assessment. K students are formally assessed for oral language skills through KRA and FastBridge.

Oral language instruction includes rich, interactive discussions, shared reading experiences, and activities such as show-and-tell, story reenactments, and vocabulary-rich conversations (PreK-5th). These practices build foundational skills for listening comprehension and expressive language, essential for understanding and engaging with texts. Additionally, the CKLA ELA curriculum, Junior Great Books, UFLI, Heggerty, and ELA Montessori materials are implemented.

Phonological Awareness:

Early screenings and ongoing assessments (e.g., identifying rhymes, syllables, onset and rime, and phoneme manipulation) help determine students' awareness of sound structures in spoken language. Early screeners include: myIGDIs for PreK, KRA and FastBridge for K, and iReady for K-5th.

Instruction includes engaging, developmentally appropriate activities such as rhyming games, segmenting and blending sounds, and phoneme isolation exercises. This foundation supports decoding skills and an understanding of letter-sound correspondence. Heggerty and UFLI are used for

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instruction in classes aged K-3rd grade. Additionally, specialized Montessori materials are used for instruction including but not limited to: I spy, sound game, rhyming objects pictures, letter - grapheme and letter – sounds activities, sound substitution activities, and sound boxes.

Phonics Instruction:

Formal and informal assessments (such as letter-sound correspondence, decoding real and nonsense words) track students' ability to apply letter-sound knowledge to reading and spelling. Early screeners are used to assess - myIGDIs for PreK, KRA and FastBridge for K, and iReady for K-5th. Additionally, the LETRs spelling screeners are used to drive phonics instruction for grades 1-5th.

Systematic, explicit phonics instruction has been implemented throughout our classrooms. 60% of daily ELA instruction in 1st grade is dedicated to small-group UFLI instruction. In grades 2nd – 3rd, 40% of instructional ELA time is dedicated to small-group UFLI instruction with the remaining 60% focused on language comprehension. UFLI is used in 4th and 5th grade if data reveals a gap in phonics knowledge. 4th and 5th grade students also participate in word work with a focus on multi-syllabic words and morphology. Montessori materials for all grades are used during work cycles to reinforce understanding and allow students to apply their skills from explicit instruction, such as, moveable alphabet, sand paper letters, pink, green and blue series, and waseca drawers.

Fluency:

In Montessori classrooms, fluency is nurtured through a strong foundation in phonics and oral language, self-paced reading practice with meaningful materials, and careful teacher observation rather than timed tests. This student-centered approach prioritizes comprehension, natural expression, and confidence in reading over speed alone. The FastBridge assessment for 1st grade is used as an early screener for fluency ability.

Fluency is developed at James Simons through repeated oral reading of texts at the appropriate level, modeling expressive reading, and guided practice. Students engage with phonetic reading exercises and “three-period lessons” (naming, recognition, and recall) that reinforce automaticity. They often practice with carefully sequenced phonetic readers that allow for repetition of sounds and words, promoting smooth, accurate reading. Montessori emphasizes oral language development through storytelling, recitation, and discussions, which supports expressive fluency. Children often retell stories or explain concepts in their own words, developing natural phrasing and rhythm. Grades 3rd-5th are exposed to rich, meaningful texts across subjects that encourage reading for meaning and expression. They may also engage in group readings and discussions to model fluent reading during shared read-alouds with novel studies and through shared inquiry reading and discussions. Students in grades K-3 are engaging in the CKLA ELA curriculum, 4th-5th in Junior Great Books, including all required texts and reading components that focus on fluency. The UFLI connected text is also used to practice fluent reading in grades 1st – 3rd and 4th and 5th as indicated by data.

Fluency progress monitoring data is captured through FastBridge Oral Reading Fluency for grades K-5.

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Vocabulary Development:

Vocabulary knowledge is assessed through observations, class discussion, comprehension questions, and summative assessment. Vocabulary is embedded across all subject areas and is an integral part of the daily Montessori work cycle. For grades 1-3 CKLA ELA assessments are used during each unit to assess literary and content vocabulary. For grades 4-5 Junior Great Books and unit based vocabulary protocols are used to master Tier 1, 2, and 3 vocabulary words.

For all grades, vocabulary instruction is context-rich, including direct teaching, use of Montessori materials, and exposure to diverse texts. The vocabulary words and activities included in the CKLA ELA and StudySync curricula are taught with fidelity.

Comprehension:

Comprehension is formally assessed through CKLA ELA, Junior Great Books, and HMH Literature unit activities and assessments, which are aligned with a diverse selection of texts. Additionally, students are assessed by higher-order questioning, summarizing, and analyzing texts aligned with grade-level standards through shared reading, novel studies, shared inquiry discussion, and paired texts. Middle school students participate in novel studies which focus on written response, socratic seminar, and project-based learning.

Comprehension strategies are explicitly taught through use of the CKLA ELA, and Junior Great Books, such as text-dependent questions, connecting ideas, interactive discussion, and written response. Students engage in read-alouds, independent reading, shared readings, close reading, and discussions, while also practicing comprehension skills through the Montessori work cycle.

In all areas of reading, students are being assessed in a variety of ways, including but not limited to the LETRS Spelling Screener (Grades K-3), Fastbridge (Grades K & 1), Fastbridge for progress monitoring for students in a reading intervention, iReady (Grades K-5), UFLI progress monitoring, Mastery Connect benchmarks, and SCReady ELA Grades 3-5.

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.

Our school has implemented the use of the LETRS Spelling Screener, FastBridge, iReady, and progress monitoring to assess students' word recognition. We have used this data to create small group foundational lessons based on the UFLI scope and sequence to ensure that we are supporting students in learning foundational literacy skills at a level that matches their readiness while pushing them forward to grade-level instruction. Our classrooms have structured grade-level literacy blocks, followed by a work cycle where they are implementing these small group lessons.

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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.

Our MTSS team looks at the diagnostic data from Fall iReady and discusses intervention options for students scoring in the 30th percentile and below and/or Does Not Meet on SC Ready . We also use the CCSD Priority Student Report specific to our school. Once identifying these students, our team cross-references data within Fastbridge for K-1, the LETRs spelling, and FastBridge data for grades 1-3. Spring SC Ready is also used as a measure of ability for applicable grades. Based on student diagnostic scores across all areas of reading and based on ability to access grade-level material, we build a pathway to intervention accordingly with our literacy interventionists following the CCSD Literacy Intervention Guidelines. This year we have implemented a new intervention team to specifically support our students of highest need. This team meets every 4-6 weeks for intervention wellness checks and then share this data with the MTSS team.

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.

We will host data conferences in October to be proactive in educating our parents on how to interpret data and ways they can support at home. We will be sharing data reports immediately following assessments and will include what families can do at home for future assessments. 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.

The MTSS team meets monthly with the Literacy Team, led by the Intervention team, to discuss progress monitoring data, including Fastbridge CBMreading, CBMComp, Letter Names, Letter Sounds, Nonsense Words, CBMCompEfficiency. Decisions are made based on the progress monitoring data to adjust intervention needs and strategies.

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.

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Teachers participate in weekly PLCs focused on the science of reading, structured literacy, and foundational skills. In these PLCs we discuss and share best practices, as well as, look at student work and student data. Monthly walkthroughs also have a focus in our school and that focus rotates to include monitoring and observing of literacy instruction. Additionally, the Reading Coach, all Interventionists, and Special Education Teachers are participating in the Associate level Orton-Gillingham training and practicum. They will offer 100 hours of 1:1 support, weekly coaching, and required training hours will be completed by all on the Reading Intervention Team. Primary teachers are also participating in the Orton-Gillingham classroom teacher course and year-long particum. They will be supported through weekly on-site training sessions with Orton-Gillingham trainers. 4th and 5th grade teachers will be supported with PD focused on UFLI, as well as PLCs to address data and classroom observations.

Section G: Analysis of Data

Strengths	Possibilities for Growth
- Teachers are using a comprehensive and cohesive English Language Arts Curriculum and that is resulting in increased comprehension as evidenced by SCReady and iReady data. - Phonics (1st, 3rd, 4th), Vocabulary (2nd), Overall Comprehension (K, 5th). - KRA and FastBridge: - Fall 2026 data was not available at the time of this report but Fall 2025 data showed 77.6% of K students scored Demonstrating Readiness on the KRA. - For K, the two areas of strengths on FastBridge were phonics and fluency (88% on track) and onset sounds (86% on track). For 1st, the highest area of strength on FastBridge was word segmenting (84% on track).	- Consistently implementing a foundational skills curriculum and scope and sequence in grades K-2 that aligns with the science of reading: - Phonics (2nd), High frequency words (K), Informational Comprehension (1st, 3rd, 4th, 5th). - KRA and FastBridge: - Fall 2026 data was not available at the time of this report but Fall 2025 data showed that KRA scores for the subtests associated with Language and Literacy were the lowest across all KRA domains. - For K, the areas showing the highest need for growth were general reading (81% on track) and phonemic awareness as noted by the needs of students that qualified for intervention. For 1st, both phonics and fluency and general reading showed 73% students on track.

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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 70% to 72% in Spring of 2026.	In spring 2026, 81.1% of third graders scored meets or exceeds on SC Ready ELA.
<u>Previous Goal #2:</u> By May 2026, the percentage of students at James Simons Montessori in grades 3-8 scoring meets or exceeds on SC READY ELA will increase from 73.8% in June 2025 to 74.85%.	In Spring 2026, 75.3% of students in grades 3-8 scored meets or exceeds on SC Ready ELA.
<u>Previous Goal #3:</u> Increase the percentage of grades K-5 on or above grade level in information text comprehension on iReady Reading from 52% in the Fall of 2025 to 62% in the Spring of 2026.	In Spring 2026, 72% of K-5 grade students scored at or above grade level in the information text comprehension domain on iReady Reading.

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

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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 81.1 % to 82% in the Spring of 2027.	• Implement comprehension, standards-based CKLA curriculum to all 3rd grade students during walk to read literacy block rotations. • Utilize UFLI for students needing explicit phonics instruction based on LETRs spelling screener. • Create literacy intervention plans and goals for all 3rd grade students scoring two or more grade levels below on iReady based on Read to Succeed Legislation and CCSD Literacy Intervention Guidelines. • Monthly walkthroughs to offer feedback and support continuous improvement • After each diagnostic test and benchmark, MTSS meetings will analyze 3rd grade results and monitor instructional changes that would support students scoring below grade level standards, including updating rosters for reading intervention as needed. • The Literacy Team/Intervention team will share updates monthly on intervention progress through intentional Wellness Checks and by using the CCSD Priority Student Report. • The Reading Coach will adhere to all Read to Succeed third grade retention guidelines and timelines. • Participation of Reading Coach, all Interventionists, and Special Education Teachers in the Associate level Orton-Gillingham

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	training and practicum. 100 hours of 1:1 support, weekly coaching, and required training hours will be completed by all on the Reading Intervention Team.
<u>Current Goal #2:</u> By May 2027, the percentage of students at James Simons Montessori in grades 3-8 scoring meets or exceeds on SC READY ELA will increase from 75.3% in June 2026 to 76.3%	● Implement comprehension, standards-based CKLA curriculum to all 3rd graders. ● Implement Junior Great Books standards-based curriculum in conjunction with explicit word study, writing instruction, and vocabulary protocols to all 4th-5th grade students. ● Incorporate additional novel studies to increase capacity in fluency, comprehension, and vocabulary. ● Data-driven PLCs to unpack ELA units, analyze common assessments, and create plans for instruction based on data findings. ● Create literacy intervention plans and goals for all K-5th grade students scoring two or more grade levels below on iReady or 30th percentile and below. Both pull-out intervention and push-in classroom assistance will be offered to students as needed. ● Monthly walkthroughs to offer feedback and support continuous improvement ● Fall, Winter, and Spring diagnostic tests and benchmarks will be reviewed by MTSS and the Intervention Team to specify students/teachers in need of additional support and through use of the CCSD Priority Student Report. ● The Literacy Team will share updates monthly on intervention progress through Wellness Checks and by using the CCSD Priority Student Report. ● Participation of Reading Coach, all Interventionists, and Special Education Teachers in the Associate level Orton-Gillingham training and practicum. 100 hours of 1:1 support, weekly

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	coaching, and required training hours will be completed by all on the Reading Intervention Team
<u>Current Goal #3:</u> Increase the percentage of grades K-2 on or above grade level in Phonics on iReady Reading from 47% in the Fall of 2026 to 50% in the Spring of 2027.	● Implement comprehension, standards-based CKLA curriculum to all K-2nd grade students during walk to read literacy block rotations. ● Explicit grade-level phonics instruction in small-groups using UFLI curriculum based on continued data collection. ● Data-driven PLCs to unpack ELA units, analyze common assessments, and create plans for instruction based on data findings. ● Continued training and observations to support instructional practices for CKLA Knowledge Domains. ● Participation of Primary teachers in Orton-Gillingham classroom teacher course and year-long particum. ● Weekly training sessions for Primary Teachers with Orton-Gillingham trainers. ● Participation of Reading Coach, all Interventionists, and Special Education Teachers in the Associate level Orton-Gillingham training and practicum. 100 hours of 1:1 support, weekly coaching, and required training hours will be completed by all on the Reading Intervention Team. ● Monthly walkthroughs to offer feedback and support continuous improvement. ● Create literacy intervention plans and goals for all K-2nd grade students scoring two or more grade levels below on iReady or 30th percentile and below. Both pull-out intervention and push-in classroom assistance will be offered to students as needed. ● The Literacy Team will share updates monthly on intervention progress.

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| | <ul style="list-style-type: none">● Fall, Winter, and Spring diagnostic tests and benchmarks will be reviewed by MTSS and Intervention Team to specify students/teachers in need of additional support. |
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