

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? 16
- How many teachers in your school are beginning Volume 1 of LETRS this year? 4
- How many teachers in your school are beginning Volume 2 of LETRS this year? 8
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? 2
- 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.

At North Charleston Creative Arts Elementary School, reading assessment and instruction for students in PreK through 5th grade are comprehensive and encompass all key components essential for developing proficient readers. Instruction is grounded in the five pillars of reading—oral language, phonological awareness, phonics, fluency, and comprehension—integrated across all grade levels.

Students engage in a curriculum rich in oral language development through consistent modeling and promotion of meaningful discussions around texts and topics, which foster background knowledge and critical thinking. In PreK through 3rd grade, explicit and systematic instruction in Heggerty targets all eight phonological awareness skills, as well as early literacy skills, including phoneme-grapheme correspondence.

Phonics instruction is delivered through an explicit, systematic approach, progressing from simple to more complex skills, beginning with phonological and phonemic awareness. Fluency development is supported through structured instructional routines, repeated readings, and the use of CKLA assessments and the Assessment and Remediation Guide (ARG) to enhance reading speed, accuracy, and expression.

Vocabulary instruction is a daily focus across all grade levels and subject areas. Students receive direct, explicit instruction in word meanings using strategies such as contextual analysis, vocabulary cards, journaling, and word mapping.

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2026-2027

To strengthen comprehension, students engage in a variety of SIOP (Sheltered Instruction Observation Protocol) strategies—including read-alouds, class discussions, written responses, close reading, and the use of graphic organizers—to promote deep understanding and meaningful engagement with texts.

Both formative and summative assessments are routinely administered in all areas of reading instruction to monitor progress toward grade-level goals. Examples of these are exit tickets, unit assessments, checkpoints and iReady Inform/FastBridge diagnostics. Assessment data are used to identify student strengths and areas for growth, guiding instructional adjustments to ensure all students achieve success with grade-level 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.

The Science of Reading defines word recognition as the integration of decoding, phonological awareness, and sight word recognition. Together, these three components equip students with the skills necessary to recognize words in print accurately and efficiently. Through structured literacy instruction, students systematically build their abilities, progressing from simple to more complex skills. Explicit phonics instruction (Heggerty and CKLA Skills) enables students to connect phonemes to graphemes and blend them to read words. As their proficiency increases, fluency develops through consistent practice with decodable texts.

MyIGDIS assessment, FastBridge Nonsense Word, Sight words and/or CBMreading assessments are used to monitor students' progress in these areas, providing valuable insights that guide instructional decisions and support continued growth. Once students have established a strong foundation in decoding, phonological awareness, and sight word recognition, they are prepared to integrate these skills with language comprehension—laying the groundwork for strong reading comprehension.

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.

At North Charleston Creative Arts Elementary (NCCAE), both universal screener data and diagnostic assessment data are utilized to inform instructional decisions for all students. The school administers KRA for kindergarten, MyIGDIs for PreK, FastBridge earlyReading for grades K–1, and iReady for grades K–5. These assessments are administered at the beginning, middle, and end of the school year to identify students who are not yet reading on grade level and to pinpoint specific areas of literacy need.

Assessment results guide the development of targeted intervention plans. Students demonstrating weaknesses in foundational skills receive interventions focused on phonological awareness and phonics, while those needing support beyond foundational skills receive interventions targeting fluency and comprehension. NCCAE utilizes programs such as *Sound Sensible* and *Magnetic Reading* to address these needs, along with intervention support embedded in both iReady and the CKLA reading curriculum.

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2026-2027

Student progress is monitored regularly, and interventions are adjusted as needed to ensure continuous growth and improvement in literacy achievement.

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. At North Charleston Creative Arts Elementary (NCCAE), fostering strong partnerships with families is a top priority. We recognize that parent involvement plays a vital role in helping students become proficient readers and writers. Our goal is to ensure families are not only informed about their child's progress but also equipped with the tools and strategies needed to support learning at home.

During the first quarter, we host parent-teacher data conferences to review students' baseline assessment data, discuss instructional plans, and share ways parents can reinforce learning outside of school. Families also receive a weekly parent newsletter that provides important school updates along with practical tips for supporting academic growth at home.

Throughout the year, NCCAE offers a variety of family engagement events designed to strengthen the home-school connection. For example, Literacy Night invites families to participate in hands-on literacy activities they can continue using at home to reinforce reading and writing skills. As the school year progresses, parents receive updated diagnostic data and participate in follow-up conferences to review their child's progress toward goals and determine next steps for continued success.

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 and Literacy Teams at North Charleston Creative Arts Elementary (NCCAE) closely monitor reading achievement and growth at both the classroom and school levels to identify PreK–5th grade students who may require additional support or intervention. In the fall, students complete universal screeners and diagnostic assessments to determine any gaps in literacy skills. When a student is flagged by a screener, additional assessments are administered to identify specific areas of need.

Based on these results, the Literacy Team determines whether students will receive classroom-based interventions or targeted pull-out support. The type of intervention provided is aligned with the specific literacy skill deficit identified. Regular progress monitoring is established to track individual student growth over time. The Literacy Team conducts monthly wellness checks to review student progress and make necessary adjustments to interventions.

Similarly, the MTSS Team routinely reviews student data to evaluate progress toward goals and recommend any needed changes or additional support. Parents receive updates on their child's progress twice per quarter. This consistent, data-driven approach ensures that instruction and interventions are continuously refined to meet each student's evolving literacy needs.

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2026-2027

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.

To support our schoolwide goals for strengthening students' literacy skills, all PreK–5th grade teachers at North Charleston Creative Arts Elementary (NCCAE) receive ongoing professional development grounded in the Science of Reading. Teachers in grades K–3, along with interventionists and resource teachers, have completed LETRS training—a specialized professional learning program focused on evidence-based reading instruction. Remaining teachers are scheduled to participate in an upcoming LETRS cohort.

Additionally, all teachers have been trained in the implementation of our new ELA curriculum, Core Knowledge Language Arts (CKLA), which aligns with the principles of the Science of Reading. The school's Literacy Coach provides individualized support through classroom coaching, feedback on instruction, and targeted professional development sessions to enhance literacy teaching practices across all grade levels.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• The majority of teachers in kindergarten-3rd grade, resource and reading intervention have been trained in LETRS. This includes several kindergarten teaching assistants. • Teachers in PreK-3rd grade are implementing Heggerty with fidelity to improve phonemic awareness skills for early literacy skills. • Strong process in place for ongoing monitoring of students progress towards goal with support in place to adjust intervention as needed.	• Focus on Tier 2 instruction in the classroom. • Focus on SIOP strategies that can help all students access grade level curriculum more effectively. • Train additional teachers in the Science of Reading (LETRS) - with heavy focus on new K-3rd grade teachers and 4th grade teachers.

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).

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2026-2027

Goals	Progress
<u>Previous 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 51.5% to 55.5% in the spring of 2026	This goal was not met. The percentage of third graders scoring does not meet in the spring of 2026 was 39%.
<u>Previous Goal #2:</u> By Spring 2026, the percentage of kindergarten-5th grade students scoring on or above grade level on the iReady reading diagnostic will increase from 12% (in Fall of 2025) to 45%.	This goal was not met. The percentage of kindergarten-5th grade students scoring on or above grade level on the iReady reading diagnostic in spring of 2026 was 52%.
<u>Previous Goal #3:</u> By Spring 2026, North Charleston Creative Arts Elementary will increase the number of students performing Low Risk in reading, in kindergarten from 45% to 50% (as measured by FastBridge).	This goal was not met. The percentage of kindergarten students performing high risk in reading in spring 2025 was 40% (as measured by FastBridge)

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
-------	--------------

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2026-2027

<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 38.6% to 41.7% in the spring of 2027.	• Intentional scheduling in the master instructional schedule for small group instruction for both in-class and pull-out interventions to protect access to grade level instruction • Data-driven decision making for determining small group instruction - Grade level phonics and fluency screener given in the fall to place students in groups based on needs and use of the 3rd grade skills supplemental guide in CKLA to target learning gaps in phonics • Utilization of formative assessments and progress monitoring to drive the implementation of and planning for whole group and small group instruction • Data-driven instruction and analysis through the use of the DDI model in PLCs with grade level teachers and instructional coaches
<u>Current Goal #2:</u> By Spring 2027, the percentage of kindergarten-5th grade students scoring on or above grade level on the iReady reading diagnostic will increase from 20% (in Fall of 2026) to 50%.	• Intentional scheduling in the master instructional schedule for small group instruction for both in-class and pull-out interventions to protect access to grade level instruction • Data-driven decision making for determining small group instruction - FastBridge screener given in the fall to all students in K-5th grade to aid placement of students in groups based on needs. Progress monitoring probes will be used to monitor and adjust as needed. Heggerty, CKLA Skills and iReady Teacher Toolkit resources for small group instruction. • Utilization of formative assessments and progress monitoring to drive the implementation of and planning for whole group and small group instruction

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2026-2027

Current Goal #3:

By Spring 2027, North Charleston Creative Arts Elementary will increase the number of students performing Low Risk in reading, in kindergarten-first grade from 36% to 45% (as measured by FastBridge).

- Intentional scheduling in the master instructional schedule for small group instruction for both in-class and pull-out interventions to protect access to grade level instruction
- Data-driven decision making for determining small group instruction - FastBridge early reading screener given in the fall to aid placement of students in groups based on needs. Progress monitoring probes will be used to monitor and adjust as needed. Heggerty, CKLA Skills and iReady Teacher Toolkit resources for small group instruction.
- Utilization of formative assessments and progress monitoring to drive the implementation of and planning for whole group and small group instruction.