

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.