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? None
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 20
- How many teachers in your school are beginning Volume 1 of LETRS this year? 1
- How many teachers in your school are beginning Volume 2 of LETRS this year? 0
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? 1 CERDEP T.A.
- 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 2nd-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.

Teachers work together in teams to collect and analyze data, making instructional decisions for both groups of students and individual students. They create action plans and monitor how the work is being implemented (through the DDI process). Teachers use a state-adopted curriculum (CKLA)that includes all components to address students' needs in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Teachers use the South Carolina College and Career Ready Standards when planning instruction. We are paying special attention to two student groups, special education students and multilingual learners, to ensure they are making adequate growth and achievement towards school goals.

Section B: Document how Word Recognition assessment and instruction for 2nd-5th grade students are further aligned to the science of reading, structured literacy and foundational literacy skills.

Teachers use Amplify CKLA, a literacy program that uses a synthetic phonics approach to teach word recognition based on the Science of Reading. Teachers will make instructional decisions aligned with scientific research, strategic use of assessments, and observations of students. Teachers also implement strategies they have learned through LETRS training to ensure a solid foundation is built for literacy with each student. Some teachers also utilize Heggerty strategies to support students who are still building a foundation in phonemic awareness/phonics.

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 2nd-5th grade who have failed to demonstrate grade-level reading proficiency.

Teachers collect and analyze i-Ready (2-5), SC Ready (3-5), and Amplify CKLA assessment data to determine targeted, effective in-class interventions. Teachers also use the district ELA common assessment data to determine which state standards students may need additional support with. The Literacy Team analyzes three data points to identify students who are below grade level and determine which intervention curricula and strategies are needed to improve their reading proficiency.

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.
Teachers provide opportunities for parent involvement, including parent workshops, parent conferences, our One School One Book program, and teachers' newsletters. Teachers provide parents with diagnostic assessment data and specific strategies they can use at home to support their child. Parent conferences are held for students on the Read to Succeed list, and they are informed of their student's reading proficiency level and how they can support them at home. All 2nd-3rd grade 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, our librarian promotes reading through the school-wide use of Beanstack, which can be accessed by 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 2nd-5th grade intervention based on all available data to ensure grade-level proficiency in reading.
Teachers monitor the accuracy and completion of weekly i-Ready lessons, formative assessments weekly, and curricular assessments according to each module or unit and district-created common assessments. The Literacy Team uses i-Ready, Fastbridge, and the SPIRE Up screener to determine eligibility for intervention. The team also discusses any additional services those students may be receiving, such as ML or SPED. Once Tier 3 and Tier 2 students are identified, we form groups and assign interventionists to serve them. We use a pull-out format that doesn't take the student from class during their Tier 1 instruction. The interventionists meet with students five days per week for 30 minutes each day. The Literacy Team meets once a month to analyze progress-monitoring data to determine phase changes and/or dismissal from intervention. Certified instructors also offer tutoring as additional after-school support for 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 2nd-5th grade.
Many teachers have completed the Read to Succeed Literacy Teacher endorsement. Many teachers have also completed LETRS training, are currently enrolled in LETRS training, or plan to complete the coursework soon. The coaching staff regularly meets with teachers to provide support based on the science of reading, structured literacy, and foundational skills. Our ML and EC teachers deliver training to classroom teachers, which provides them with additional tools to support all learners.

Section G: Analysis of Data

Strengths	Possibilities for Growth

• Teachers' ability to analyze student data and make specific decisions for next steps. • Our school uses Arts Integration/STEAM to enhance the literacy learning opportunities for all students. • Teachers provided resources/guidance to help parents understand how they can support their students as readers at home. • Our SIC continues to support birth-5 resources for our extended community. • Experienced community volunteers support identified Tier 2 students.	• Three 3rd grade teachers are in the process of completing LETRS training • Teachers will immerse students in print-rich environments, including vocabulary word walls/notebooks, tricky word walls (2nd grade only), and classroom libraries. Evidence of active use of vocabulary will improve this year as the CKLA curriculum is used. • Continue to receive support from the ML and SPED departments to further build upon literacy strategies for these specific groups: sentence stems, visual cues, vocabulary connections, etc.

<u>Section H</u>: 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 from the spring of 2025 as determined by SC READY, from 65.5% to 70.5% in the spring of 2026. *This is reflective of combined data from Mt. Zion ES and Angel Oak ES.	We met this goal. 70.6% of our 3rd graders scored Meets or Exceeds in the spring of 2026.
<u>Previous Goal #2:</u> Increase the percentage of 3rd-5th grade multilingual learners scoring Meets or Exceeds from the spring of 2025 as determined by SC READY, from 29% to 34% in the spring of 2026. *This is reflective of combined data from Mt. Zion ES and Angel Oak ES.	We met this goal. 35.9% of our 3-5th grade MLL students scored Meets or Exceeds in the spring of 2026.

Previous Goal #3: Increase the percentage of 3rd -5th grade special education learners scoring Meets or Exceeds from the spring of 2025 as determined by SC READY, from 10.9% to 15.9% in the spring of 2026. *This is reflective of combined data from Mt. Zion ES and Angel Oak ES.	We met this goal. 18.4% of our SPED students scored Meets or Exceeds in the spring of 2026.

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
Current Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 70.6 % to 72.1 % in the spring of 2027.	• Regularly discuss and analyze data during PLC meetings, Planning Days and the Literacy Team to make adjustments in instruction • Regularly conference with students about their reading progress (iReady, Fastbridge, etc.) • Continue to use CKLA/Amplify unit lessons to provide foundational skills to students • Ensure all writing standards are taught when/if they are absent from CKLA/Amplify Units (this action is chosen due to the

	district's analysis of the multiple-choice items on the SC Ready Writing test) • Assign and monitor differentiated (Pathway and Teacher Assigned) iReady lessons • Ensure the school library and classroom texts are culturally diverse, authentic texts • Begin to use Standards Mastery as a formative assessment to identify gaps in students' learning and to make instructional adjustments
Current Goal #2: (Second Grade Goal): Increase the percentage of second graders scoring On or Above in the spring of 2026 as determined by i-Ready from 69.8% to 71.3% in the spring of 2027.	• Regularly discuss and analyze data during PLC meetings, Planning Days and the Literacy Team to make adjustments in instruction • Regularly conference with students about their reading progress (iReady, Fastbridge, etc.) • Continue to use CKLA/Amplify Unit lessons to provide foundational skills to students • Assign and monitor differentiated (Pathway and Teacher Assigned) iReady lessons • Ensure the school library and classroom texts are culturally diverse, authentic texts • Begin to use Standards Mastery as a formative assessment to identify gaps in students' learning and to make instructional adjustments
Current Goal #3:	