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? 10
- 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? 5
- How many teachers in your school are beginning Volume 2 of LETRS this year? 4
- 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.

Ladson Elementary uses a comprehensive approach to reading instruction that intentionally addresses oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension across grades 1-5.

Through Heggerty, CKLA Knowledge and Skills, UFLI, Orton-Gillingham (OG), small-group instruction, and targeted support during W.I.N. and FLEX times, students receive explicit instruction and multiple opportunities to practice and apply literacy skills. Heggerty strengthens phonological and phonemic awareness, while CKLA Skills, UFLI, and OG provide explicit, systematic practice with phonics, sound-symbol relationships, decoding, encoding, word recognition, and fluency.

CKLA Knowledge builds oral language, vocabulary, background knowledge, and comprehension through rich, content-based texts and meaningful discussion. Assessment data from i-Ready, FastBridge, CKLA assessments, daily academic monitoring, and student work are used to identify strengths and gaps, form flexible groups, and determine targeted instructional support. During weekly PLCs, teachers analyze these data points and plan instruction based on what students know and what they need next.

Together, these instructional practices provide a connected approach to literacy that builds strong foundational skills while developing the language, knowledge, and comprehension students need to successfully access grade-level texts and meet 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.

Ladson Elementary serves students in grades 1-5. Word recognition assessment and instruction are aligned with the Science of Reading and structured literacy through explicit, systematic instruction in phonological and phonemic awareness, phonics, decoding, encoding, and automatic word recognition.

Heggerty, CKLA Skills, and UFLI provide students with opportunities to hear and manipulate sounds, connect sounds to letters and spelling patterns, blend and segment words, and apply these skills in both reading and writing. Teachers use data from FastBridge, i-Ready, CKLA assessments, bi-weekly dictation assessments, and daily academic monitoring to identify specific foundational skill gaps and determine appropriate instructional entry points.

Students needing additional support receive targeted instruction through small groups, W.I.N., FLEX, and intervention, with instruction focused on the specific skill needed rather than broadly reteaching previously mastered content. Progress is monitored regularly, allowing teachers to adjust groups and instruction as students develop greater accuracy, automaticity, and independence with word recognition.

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.

We determine targeted pathways of intervention by analyzing i-Ready, FastBridge, CKLA assessment data, and daily academic monitoring to identify the specific skill gaps preventing students from reaching grade-level reading proficiency.

During weekly PLCs and DDI planning, teachers identify patterns and misconceptions to determine whether students need targeted support in word recognition, language comprehension, or both. Students are then placed in flexible, skill-based groups during W.I.N., FLEX, small-group instruction, or intervention, with progress monitored regularly to determine next instructional steps.

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.

Science of Reading, grade-level literacy expectations, and practical ways parents can support reading and writing at home.

Families also have access to the district's Read to Succeed webpage, South Carolina Department of Education resources, and family-friendly information regarding the Read to Succeed Act. Families of students in grades 1-3 receive the Read to Succeed Family Letter, available in multiple languages, which explains reading expectations, how schools communicate student progress, and ways families can support developing readers.

At Ladson, this support continues throughout the school year through weekly family newsletters that provide current instructional information and resources. Teachers use ClassDojo to communicate what students are learning, share student progress, and provide ways families can reinforce skills at home. Homework is intentionally connected to classroom instruction so students have additional opportunities to practice current reading and writing skills with family support.

Open House, parent-teacher conferences, and Literacy Night provide face-to-face opportunities for teachers to discuss student progress, explain instructional expectations, model literacy strategies, answer questions, and provide additional resources.

Together, these district- and school-level systems create an ongoing partnership with families and provide practical, accessible ways for parents and caregivers to support their child as a reader and writer.

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.

At Ladson Elementary, teachers and interventionists consistently progress monitor student reading achievement and growth through FastBridge, SPIRE Up, daily academic monitoring, CKLA assessments, and other classroom-based data.

During weekly PLCs, DDI planning, and MTSS meetings, teams review multiple data points to identify patterns, measure student response to instruction and intervention, and determine appropriate next steps. Intervention groups remain flexible and are adjusted based on student progress, ensuring that students receive targeted support based on their specific needs and continue moving 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.

Teachers receive ongoing professional learning grounded in the Science of Reading, structured literacy, and foundational literacy skills.

Teachers are participating in Orton-Gillingham (OG) training, along with school- and district-level professional development scheduled throughout the year.

District literacy coaches provide additional instructional support and professional learning, while school-based coaches reinforce these practices through modeling, lesson internalization, classroom observations and feedback, collaborative planning, and targeted Mini PDs shared through the weekly Coaches' Corner newsletter.

Teachers also have access to ongoing district professional development opportunities throughout the year. This combination of formal training, coaching, modeling, and continued practice allows teachers to strengthen their understanding of evidence-based literacy practices and apply them directly to instruction to support reading achievement for all students.

Section G: Analysis of Data

Strengths	Possibilities for Growth
● Ladson Elementary continues to strengthen instructional practices across the school. Our PLCs are becoming more focused and intentional, with increased emphasis on lesson internalization, collaborative planning, and using instructional time effectively. Teachers, interventionists, and Exceptional Children teachers are also participating in Orton-Gillingham and LETRS training, which is helping to build a stronger schoolwide understanding of evidence-based literacy practices. ● We have also implemented more structured planning opportunities, including dedicated grade-level planning days that allow teachers to collaborate, internalize upcoming instruction, and prepare with greater intentionality. Another growing strength is the collaboration between our Special Area and general education teachers. Special Area teachers are intentionally connecting classroom learning to their content areas, giving students additional opportunities to transfer, apply, and deepen their learning throughout the school day.	● Moving forward, Ladson Elementary will continue to increase family involvement in literacy by providing families with resources and opportunities to support reading and writing at home. We will also work to increase students' access to physical copies of books, allowing them more opportunities to read, engage with text, and build a love of reading both at school and at home. ● Lesson internalization continues to be a growing strength across grade levels; however, there is still room to deepen this work. We will continue strengthening internalization through structured planning, PLCs, and coaching support to ensure teachers have a clear understanding of what students need to know and show during instruction. We will also strengthen our Data-Driven Instruction (DDI) process by using student work and assessment data to identify instructional gaps, plan reteaching, determine targeted small-group instruction, and monitor whether instructional adjustments are resulting in student growth.

Section H: Previous School Year SMART Goals and Progress Toward Those Goals

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- 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
Previous Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in 2024-2025 as determined by SC READY from 33.8% to 41% in the spring of 2025-2026.	Ladson Elementary did not meet the established goal of 41% of third-grade students scoring Meets and Exceeds on SC READY. However, student performance increased from 33.8% in spring 2025 to 40.8% in spring 2026, representing a 7-percentage-point increase from the previous year. The school fell just 0.2 percentage points short of the established goal. Although the goal was not met, the increase in student performance demonstrates meaningful progress. Moving forward, Ladson Elementary will continue strengthening Tier 1 instruction through intentional lesson internalization and collaborative planning, while using assessment data to identify specific areas of need and provide targeted intervention and support for students.
Previous Goal #2: Increase the percentage of students scoring a 3 or 4 (meets or exceeds) on the SC Ready TDW writing prompt for 3-5th grades from 5% in the spring of 2025 to 25% in the Spring of 2026.	The SC READY writing goal was not met. The goal was to increase the percentage of students in grades 3-5 scoring a 3 or 4 (Meets or Exceeds) on the SC READY TDW writing prompt from 5% in spring 2025 to 25% in spring 2026. In spring 2026, 11% of students scored a 3 or 4. Although the goal of 25% was not reached, student performance increased by 6 percentage points, from 5% to 11%. This growth indicates progress in students' written response skills; however, writing remains an area of continued focus. Moving forward, we will continue strengthening explicit writing instruction across grades 3-5, providing students with consistent opportunities to respond to text in writing, analyze exemplars, and receive targeted feedback throughout the writing process.

Previous Goal #3:	

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 40.8% to 48.3% in the spring of 2027.	Strengthen the quality and consistency of instruction at Ladson Elementary by implementing Get Better Faster (GBF) as a schoolwide instructional coaching framework. Through focused walkthroughs, bite-sized feedback, targeted coaching, and professional learning, teachers will be supported in consistently implementing high-leverage instructional practices.

Current Goal #2: Increase the percentage of students scoring a 3 or 4 (meets or exceeds) on the SC Ready TDW writing prompt for 3-5th grades from 11% in the spring of 2026 to 25% in the spring of 2027.	To support continued growth in writing, teachers have incorporated Text-Dependent Writing (TDW) into their SLOs and are providing students with consistent opportunities to respond to text through writing. Teachers are explicitly modeling writing expectations through modeled and shared writing, with an emphasis on developing strong narrative writing skills in grades 3 and 4. Instruction incorporates graphic organizers, story maps, sequencing, and the writing process to support students in developing narratives with clear beginnings, middles, and endings, descriptive details, dialogue, and logical event sequences. In grade 5, teachers utilize the RACE writing strategy to support students in constructing organized, evidence-based responses, including argumentative and persuasive writing. Across grades 3–5, teachers analyze student writing samples and use the SC READY writing rubric to calibrate scoring, provide targeted feedback, and strengthen students' writing proficiency.
Current Goal #3:	