

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? 3
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 7
- 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? 3
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? 4
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year? 1

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.

The reading assessments at Ladson Primary are utilized to decide where to differentiate instruction. The Kindergarten students complete the fastbridge early reading benchmark assessment which allows teachers to determine entry points with phonological awareness, phonics, concepts of print, decoding, sentence reading, and letter recognition and sound recognition. All Child Development teachers administer the myIGDI assessments to assess phonics, phonological awareness three times a year. Child Development teachers also administer the Heggerty letters and sounds assessment four times a year. Kindergarten administers the KRA assessment to acquire a baseline data point on phonics, phonological awareness, and comprehension. Kindergarten CKLA is broken into literacy skills and knowledge so that the students are practicing the foundational skills in encoding, decoding and word work to prepare them for the reading and writing requirements that align to the science of reading in knowledge. Our Child Development teachers utilize Creative Curriculum and Heggerty to provide targeted instruction in literacy.

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 Primary school utilizes phonemic awareness, phonics, orthographic mapping, and word analysis, fluency, and comprehension through reading and writing demonstrated through explicit instruction to identify phonemes within spoken as well as printed words. Our school uses CKLA and Heggerty phonics instruction explicitly to teach students the importance of the relationship between graphemes and phonemes so that the students are able to systematically encode and decode words to aid in comprehension. Kindergarten students also participate in weekly iReady instruction through their personalized pathway. The students' personalized pathways increase our students' practice of skills taught during tier one instruction.

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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.

Ladson Primary school utilizes the triangulation of universal screeners such as iReady, Fastbridge and classroom assessments, as well to decide on personalized learning needs for all students. We also utilize regularly academic monitoring during tier one instruction to drive the needs our students small group instruction. This is how teachers, coaches, and administration assure that students are mastering grade level academic standards. Students who do not demonstrate proficiency are monitored in the classroom while also sometimes receiving tier three instruction where the teachers collect progress monitoring data. Teachers meet with instructional coach and administration weekly to determine if academic progress is being made, and participate in the DDI process to identify needs of students.

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.

Ladson Primary teachers send home the CKLA and Heggerty family information sheets at the start of each unit. This gives parents information on what students are learning and expected to master by the end of each unit. Charleston County School District has created and shared with all schools the science of reading requirements necessary for students to be successful. The website describes what students need to be able to do to be successful readers and writers, and meet grade level expectations for reading, writing and literacy skills. The website is: <https://www.ccsdschools.com/departments/curriculum-and-instruction/ela/read-to-succeed>. It describes how parents can support their children at home, and it also has links to the South Carolina Department of Education so that parents understand the law as it relates to student reading and literacy achievement, and offers suggestions as well as free resources for parents to support their children's literacy journey.

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.

As described in section C of this Literacy Reflection tool, student data is tracked utilizing the universal benchmark screeners, such as Fastbridge, iReady inform, myIGDI, Heggerty Letter ID and Sound Assessments, personalized learning on iReady- targeted instructional pathways, as well as classroom targeted small group instruction and remediation/acceleration. Teachers who have identified students who may need additional literacy instruction support create small group lessons to target specific learning targets. Teachers who have concerns track student progress weekly and meet with their coach on differentiation and support. The teachers are then able to refer a student to the MTSS meetings. Student progress and data is discussed by stakeholders and further recommendations are made.

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 are required to attend weekly Professional learning community meetings with Administration, coach, and district instructional leaders. All stakeholders are made aware of the schoolwide 90-day academic plan for student acceleration and schoolwide growth utilizing Scarborough's

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Reading Rope. Ladson Primary reading interventionist and instructional coach both have completed Orton Gillingham Associate level training. This information and strategies are regularly shared during PLCs and planning meetings and modeled for teachers as needed. Coaching and implementation modeling are used regularly through coaching cycles with all teachers. OG is based upon the Science of Reading; Our school master schedule protects tier one instructional time. Any additional literacy support is happening outside of the required 120 minutes. Having non-negotiable times for literacy helps us at Ladson Primary ensure that the required times for ELA are included with all the components phonemic awareness, phonics, orthographic mapping, and word analysis, fluency, and comprehension through reading and writing.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• iReady adjustment of pathways, growth monitoring and time on task monitoring for all students. • Orton Gillingham method of multisensory learning implemented in all kindergarten classrooms during Heggerty instruction as well as all tier three intervention lessons. • Use of High Quality instructional materials for all tier one instruction in all classrooms.	• The second phase of DDI implementation is planning the reteach. Our kindergarten team is working through this implementation phase this school year. • Child Development is new to DDI. We are working on teachers' knowledge of standards and collecting standards based data for weekly PLCs. • Regular tier two progress monitoring by the classroom teacher for students not being pulled out for tier three services.

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
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<u>Previous Goal #1:</u> Kindergarten reading iReady will increase to 80% early on/mid/above grade level by Spring of 2026.	 Our Kindergarten early on/mid/above for reading iReady spring of 2026 did meet our goal with a score of 80.5% at early on/mid/above in reading.
<u>Previous Goal #2:</u> Child Development will increase their MyIGDI letter sound ID to 75% tier 1 by spring of 2026.	 Our Child development did not meet this goal however we did grow from a fall 2025 score of 27.3 tier one to a spring score of 63.8% tier one.
<u>Previous Goal #3:</u>	

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.

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Goals	Action Steps
<u>Current Goal #1:</u> By Spring 2027 the percent of students scoring Mid/Above grade level on iReady Reading will increase from 46.9% to 51.1% as measured by the iReady inform assessment.	• Ladson Primary teachers are implementing the usage of iReady daily for a goal of 30-49 minutes per week. The teachers are adjusting lesson pathways, monitoring for student success and pass rates. • Kindergarten teachers are implementing CKLA skills and knowledge with the use of DDI to analyze student progress throughout the school year. • Kindergarten students who scored below the 25% in fall are being seen in tier three intervention services and progress is being monitored weekly using fastbridge. • All kindergarten students are participating in monthly growth monitoring assessments to monitor their progress toward meeting their goals.
<u>Current Goal #2:</u> By Spring 2027, the percent of Black and Hispanic students scoring in tier I on myIGDIS Sound ID will increase from 58.2% to 59.9% as measured by the myIGDI assessment.	• Ladson Primary is utilizing the Heggerty sounds assessment as one of our progress monitoring tools to check along the way our student growth. • Teachers are participating in DDI to track student progress and plan for small group instruction based on the progress of individual students. • All students are seen in daily small groups where lessons are planned based on academic monitoring needs.
<u>Current Goal #3:</u>	