

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? 21
- How many teachers in your school are beginning Volume 1 of LETRS this year? 2
- How many teachers in your school are beginning Volume 2 of LETRS this year? 3
- How many CERDEP PreK teachers in your school have completed EC LETRS? n/a
- How many CERDEP PreK teachers in your school are beginning EC LETRS this year? n/a

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.

Students participate in diagnostic testing three times per year including MyIGDIs, KRA, Fastbridge, and I-Ready. The Fastbridge Assessment tests students 1-1 in the areas of phonological awareness, phonics, and fluency. The iReady Assessment is a computer adaptive test that assesses students in the areas of phonological awareness, phonics, high frequency words, vocabulary, and comprehension. With the support of the Literacy Team, teachers analyze the data to determine Tier 1 instruction trends and adjust as needed. In addition, this group uses this data to plan for differentiated Tier 2 instruction in the classroom setting.

Teachers spend planning days internalizing research based district curriculum to ensure mastery of the SC College and Career Ready Standards based on district provided pacing and assessment matrixes. CKLA Knowledge and Skills Blocks address phonological awareness, phonics, fluency, vocabulary and comprehension to aid in the comprehension of texts to meet the grade level English/Language Arts standards using the Science of Reading. Grade level teacher created assessments are given to ensure student mastery and PLCs use the DDI protocols to modify instruction and reteach as needed.

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.

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K-2 students receive 60 minutes of CKLA Skills and UFLI Foundations instruction based on foundations of literacy standards daily. This instruction follows a systematic phonics program that is backed by science of reading research. Students are monitored and assessed regularly to ensure adequate progress and adjustments to instruction are made accordingly. Students are taught word recognition through the building of automatic sound/letter knowledge, blending practice, explicit instruction in phonics patterns, word level practice, irregular word instruction, and moving word recognition into connected text.

K-2 students receive 60 minutes of CKLA Knowledge instruction based on the applications of reading, research, and written and oral communications standards. Students are monitored and assessed regularly to ensure adequate progress and adjustments to instruction are made accordingly.

PreK students are assessed based on the literacy tasks on the myIGDIs assessment and these results are discussed and analyzed by the grade level teachers and school Literacy Team. Students are instructed using Heggerty Curriculum and assessed every 6 weeks to ensure adequate progress towards learning letter names and sounds. SC Early Learning standards are unpacked at weekly PLCs to ensure instruction is aligned.

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.

Students in the 25th percentile or below as measured by the iReady Inform Assessment and/or the Fastbridge Early Reading (K and 1st grade) are given additional universal screeners (LETRS Phonics and Word Reading Survey, Fastbridge CBM (2nd grade), SPIRE Up, and PAST) to determine pathways to intervention. Based on data obtained from these universal screeners, students are placed in targeted intervention groups that address skill deficits. Kindergarten students work to build their automatic letter sound knowledge, first graders work to build blending and decoding skills, and second graders work to build fluency.

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.

Data conferences are held once per year for all students and additionally on an as needed basis. Teachers share and explain pertinent data points and at home strategies that reinforce skills being taught at school. A curriculum night was presented in August that gave parents an opportunity to interact with school stakeholders regarding the curriculum at each grade level. A STEM night in the spring will allow parents to engage in STEM activities that will add to their child's growth and development as readers and writers. All K-3 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

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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.

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.

Teachers review classroom reading data at weekly PLC meetings following the DDI process. Teachers unpack standards and determine the best way to assess student mastery. Targeted weekly progress monitoring data is collected for students needing intervention. Every 4 weeks, this data is reviewed to ensure adequate progress toward growth goals is being met. The MTSS team reviews data regularly and determines next steps as needed.

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.

A majority of our staff have completed or are in the process of completing LETRS training in cohorts that allow for further discussion and collaboration.

The school based reading coach provides professional development in the areas of science of reading, structured literacy, and foundational literacy skills based on school trends and grade level needs.

Our leadership team participates in regular walkthroughs following the Get Better Faster protocol and where needed, further coaching in science of reading strategies is provided by the reading coach.

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Section G: Analysis of Data

Strengths	Possibilities for Growth
● School wide data dives using FastBridge and iReady Inform ● Parent data conferences mandatory first nine weeks conducted in-person or through ZOOM driven by data on dashboards; strong parent communication throughout the year. ● Extensive and varied school library, media center, and classroom libraries provide student choice and books at appropriate reading and interest levels ● Professional Development provided is varied and based on teacher need and school data and trends. ● Administration and teachers collaborate regularly in PLC meetings to discuss and analyze student data and make instructional decisions based on the DDI process. ● Heggerty and Creative Curriculum programs implemented with fidelity. ● Expanded knowledge and use of iReady learning pathways, teacher toolbox, and reports. ● Schoolwide implementation of UFLI curriculum to support The Science of Reading ● Utilize Creative Curriculum digital options. ● Expanded knowledge and use of the FastBridge subtest data and progress monitoring data to form small groups within the classroom and determine growth ● High percentage of teachers who are participating or have completed the LETRS PD ● MTSS process that creates clear lines of communication and support for teachers	● Use of newly adopted Panorama platform to get a clear picture of the whole child and monitor student growth and progress more efficiently ● Increase number of staff with the Read to Succeed Endorsement ● Empower teachers to provide Tier 2 instruction in the classroom with a RIF of 2 interventionists

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• Internalization of CKLA curriculum to ensure high quality instruction aligned to the SC ELA revised standards • Newly organized and updated Teacher Resource Room to support the Science of Reading with decodable text • Increased use of Beanstack as a motivational tool including a hallway Bookworm display that highlights minutes read toward our goal	
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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
<u>Previous Goal #1:</u> By Spring of 2026, 73% of Kindergarten to 2nd grade students will score at “midyear or higher” on the iReady diagnostic.	By Spring of 2026, 78% of Kindergarten to 2nd grade students scored at “midyear or higher” on the iReady diagnostic.
<u>Previous Goal #2:</u> By Spring of 2026, 61% of Pupils in Poverty in grades Kindergarten to 2nd grade will score at “midyear or higher” on the Iready diagnostic.	By Spring of 2026, 63% of Pupils in Poverty in grades Kindergarten to 2nd grade scored at “midyear or higher” on the Iready diagnostic.

Section I: Current SMART Goals and Action Steps Based on Analysis of Data

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- 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
<u>Current Goal #1:</u> By Spring of 2027, 80% of Kindergarten to 2nd grade students will score at “midyear or higher” on the iReady Inform.	Provide high quality tier one instruction that addresses the five pillars of reading instruction through: • Conducting regular classroom walkthroughs and providing feedback with clear action steps to ensure Tier 1 instruction is high quality and with fidelity • Hold PLC meetings to unpack standards, identify gaps in instruction, and create targeted plans that address the needs of all students in reading Provide targeted, focused learning opportunities for all students through: • Implementation of a master schedule that allows all support staff (interventionists, SPED, related service providers, and counselor) to support students across all grade levels, 5 days a week. • Daily implementation of small group support for all K-2 students • Hold regular PLC meetings with both classroom teachers and intervention team to discuss data and create action plans for students based on need

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<u>Current Goal #2:</u> By Spring of 2027, 65% of Pupils in Poverty in grades Kindergarten to 2nd grade will score at “midyear or higher” on the iReady Inform.	Provide high quality tier one instruction that addresses the five pillars of reading instruction through: • Conducting regular classroom walkthroughs and providing feedback with clear action steps to ensure Tier 1 instruction is high quality and with fidelity • Hold PLC meetings to unpack standards, identify gaps in instruction, and create targeted plans that address the needs of all students in reading Provide targeted, focused learning opportunities for all students through: • Implementation of a master schedule that allows all support staff (interventionists, SPED, related service providers, and counselor) to support students across all grade levels, 5 days a week. • Daily implementation of small group support for all K-2 students • Hold regular PLC meetings with both classroom teachers and intervention team to discuss data and create action plans for students based on need
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