

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
Mary Ford Early Learning & Family Center
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? 1
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 9
- 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? 4
- 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.

At Mary Ford Early Learning & Family Center, reading assessment and instruction are aligned with the Science of Reading and intentionally develop oral language, phonological/phonemic awareness, phonics, fluency, vocabulary, and comprehension across Pre-K and Kindergarten.

In Kindergarten, i-Ready Reading, FastBridge earlyReading, Amplify CKLA assessments, KRA, and Mary Ford BOY/MOY/EOY literacy assessments are used to monitor foundational skills and language comprehension. Amplify CKLA Skills provides explicit, systematic instruction in phonological awareness, phonics, decoding, encoding, high-frequency words, and fluency, with opportunities to apply skills through decodable text and writing. CKLA Knowledge strengthens oral language, vocabulary, background knowledge, and comprehension through content-rich read-alouds, discussion, and text-based responses.

In Pre-K, MyIGDIs, Mary Ford assessments, classroom observations, student work, and ongoing documentation are used to monitor emergent literacy development. Through Creative Curriculum, small-group instruction, interactive read-alouds, songs and rhymes, conversations, and early writing experiences, students develop oral language, vocabulary, phonological awareness, alphabet knowledge, and early letter-sound connections.

Assessment and progress-monitoring data are regularly analyzed through PLCs, DDI meetings, intervention meetings, and coaching cycles to differentiate Tier 1 instruction, create flexible skill-based groups, identify intervention or enrichment needs, and monitor student growth. This continuous connection between assessment and instruction supports students in building the foundational and language-comprehension skills necessary for grade-level reading success.

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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.

At Mary Ford Early Learning & Family Center, Word Recognition assessment and instruction are aligned with the Science of Reading and structured literacy through explicit, systematic, and sequential instruction in foundational literacy skills.

In Kindergarten, Amplify CKLA Skills provides explicit instruction in phonological and phonemic awareness, phoneme-grapheme correspondences, phonics, decoding, encoding, high-frequency words, and fluency. Students practice blending and segmenting sounds, connecting sounds to print, and applying taught phonics patterns when reading and spelling. CKLA decodable texts provide opportunities for students to apply previously taught skills in connected text, while embedded handwriting, spelling, and writing activities reinforce the connection between decoding and encoding.

Word Recognition skills are monitored through FastBridge earlyReading, i-Ready Reading, CKLA Skills assessments, and Mary Ford BOY/MOY/EOY literacy assessments. Data are used to identify specific skill needs, create flexible instructional groups, differentiate Tier 1 instruction, determine intervention needs, and monitor student progress.

In Pre-K, MyIGDIs, school-based assessments, classroom observations, and student work are used to monitor foundational literacy development. Through Creative Curriculum, intentional small-group instruction, and literacy experiences throughout the day, students develop phonological awareness, alphabet knowledge, concepts of print, and early letter-sound connections.

Across Pre-K and Kindergarten, assessment and instruction build systematically from awareness of spoken sounds to understanding and applying the alphabetic principle, supporting students in developing accurate and increasingly automatic 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.

At Mary Ford Early Learning & Family Center, universal screening and diagnostic data are collected at BOY, MOY, and EOY to identify students who need additional literacy support. In Kindergarten, data from FastBridge earlyReading, i-Ready Reading, CKLA assessments, and Mary Ford literacy assessments are analyzed to identify specific areas of need rather than relying on a single assessment score.

Students demonstrating risk are further analyzed to determine whether their primary need falls within a Word Recognition pathway (phonological/phonemic awareness, letter-sound knowledge, phonics, decoding, and automatic word recognition) or a Language Comprehension

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pathway (oral language, vocabulary, background knowledge, and comprehension). Diagnostic and classroom data are used to determine targeted intervention skills and appropriate flexible groupings.

Students demonstrating the greatest level of risk receive targeted, small-group literacy intervention in addition to Tier 1 instruction. Students demonstrating some risk receive differentiated small-group support and are progress monitored regularly. Intervention groups remain fluid and are adjusted based on progress-monitoring, classroom, and MOY assessment data.

In Pre-K, MyIGDIs, Mary Ford assessments, classroom observations, and ongoing documentation are used to identify students needing additional support in foundational literacy or language development. Targeted instruction is provided through differentiated small-group and push-in support, with student progress monitored 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.

Mary Ford Early Learning & Family Center uses multiple systems throughout the year to help families understand their child's literacy progress and how they can support reading and writing at home. Parent data conferences are held throughout the school year to review individual student progress, including BOY, MOY, and EOY assessment data. In Kindergarten, families receive information from assessments such as FastBridge earlyReading, i-Ready Reading, Mary Ford literacy assessments, KRA, and classroom data. Teachers explain student strengths, areas for growth, and specific skills families can reinforce at home.

Mary Ford also provides families with literacy resources and strategies through Open House, family engagement events, Family Literacy and Math Night, and other schoolwide learning opportunities. Families receive practical activities and resources that support oral language, phonological awareness, letter-sound knowledge, reading, vocabulary, comprehension, and early writing.

Ongoing communication occurs through ClassDojo, classroom newsletters, student folders, student work samples, and Amplify CKLA Knowledge caregiver letters. Teachers, coaches, administrators, and family advocates work collaboratively to ensure families have access to understandable information and practical strategies for supporting literacy development. Families may also schedule conferences, phone calls, or additional meetings with teachers and school staff when individualized support is needed.

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.

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Mary Ford Early Learning & Family Center monitors reading achievement and growth through an ongoing, collaborative data-review process at both the classroom and school levels. Student literacy data are regularly reviewed through PLCs, grade-level common planning, DDI meetings, intervention/MTSS meetings, coaching meetings, and instructional walkthroughs to identify trends, monitor progress, and determine instructional next steps.

In Kindergarten, FastBridge earlyReading, i-Ready Reading, CKLA assessments, Mary Ford literacy assessments, classroom performance, and progress-monitoring data are used collectively to identify students requiring additional support and determine targeted intervention needs. Intervention groups are flexible and adjusted as students demonstrate growth or additional needs emerge.

In Pre-K, MyIGDIs, Mary Ford assessments, classroom observations, student work, and ongoing documentation are reviewed to monitor foundational literacy and language development and determine appropriate differentiated, small-group, and intervention support.

School leadership, teachers, coaches, and intervention staff collaboratively analyze all available data to monitor the effectiveness of Tier 1 instruction and intervention. This continuous cycle of assessment, data analysis, targeted instruction, progress monitoring, and adjustment ensures that instructional decisions are responsive to individual student needs and focused on progress 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.

Mary Ford Early Learning & Family Center provides ongoing professional learning grounded in the Science of Reading, structured literacy, and foundational literacy skills. Teachers and instructional staff participate in district- and school-based professional development focused on evidence-based practices in oral language, phonological and phonemic awareness, phonics, decoding and encoding, fluency, vocabulary, and comprehension. Staff also participate in LETRS and Early Childhood (EC) LETRS training, further strengthening their knowledge of the research, development, and instructional practices that support early literacy from Pre-K through Kindergarten.

Kindergarten teachers receive ongoing training and coaching in the implementation of Amplify CKLA, including explicit and systematic foundational skills instruction, phoneme-grapheme connections, blending and segmenting, high-frequency words, decodable text, and effective small-group instruction. Pre-K staff receive professional learning focused on developmentally appropriate early literacy practices, including oral language, phonological awareness, alphabet knowledge, and intentional small-group instruction. EC LETRS further supports Pre-K educators in connecting the Science of Reading to developmentally appropriate early childhood literacy instruction.

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Professional learning continues throughout the year through PLCs, common planning, coaching cycles, instructional walkthroughs, DDI meetings, and targeted professional development for teachers and instructional assistants. Assessment and classroom data are used to identify areas for additional training and coaching, allowing professional learning to remain responsive to student and staff needs. This ongoing approach supports consistent, evidence-based literacy instruction across Mary Ford.

Section G: Analysis of Data

Strengths	Possibilities for Growth
● Strong Science of Reading foundation: Staff have established knowledge of the Science of Reading through LETRS/LETRS EC training, with continued professional learning for new staff. ● Multiple data sources guide literacy instruction: Kindergarten teams use FastBridge earlyReading, i-Ready, CKLA assessments, KRA, and Mary Ford literacy assessments to identify specific student strengths and needs. Pre-K teams use MyIGDIs, Mary Ford assessments, classroom observations, and ongoing documentation. ● Data-driven instructional decision making: PLCs, DDI meetings, intervention meetings, common planning, and coaching are used to analyze student data, develop flexible groups, plan targeted instruction, and monitor student growth. ● Strong foundational skills instruction in Kindergarten: Amplify CKLA provides explicit, systematic instruction in phonological/phonemic awareness, phonics, decoding, encoding, high-frequency words, fluency, vocabulary, and comprehension. ● Increased focus on early intervention: Kindergarten intervention is targeted to specific foundational literacy needs, while Pre-K	● Strengthen phonological and phonemic awareness: BOY data indicate a continued need for intentional instruction in early sound-awareness skills, particularly onset sounds and other phonological/phonemic awareness skills. ● Increase consistency of data-driven instruction: Continue strengthening the use of assessment and progress-monitoring data across classrooms to ensure small groups and interventions are consistently matched to specific student skill deficits. ● Strengthen Pre-K-to-Kindergarten literacy alignment: Continue building a consistent progression of phonological awareness, alphabet knowledge, oral language, and early writing expectations from Pre-K through Kindergarten. ● Refine intervention pathways: Continue strengthening the process for distinguishing between Word Recognition and Language Comprehension needs so intervention is targeted to the underlying literacy skill requiring support. ● Increase progress-monitoring fidelity: Establish consistent expectations for the frequency, documentation, and analysis

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receives intentional push-in and small-group support to strengthen skills before Kindergarten. ● Schoolwide commitment to literacy: Daily read-alouds, writing opportunities, family literacy events, classroom communication, and schoolwide reading initiatives promote literacy beyond the core instructional block. ● Ongoing coaching and professional learning: Teachers and instructional assistants receive targeted support in CKLA, small-group instruction, foundational literacy practices, and the use of student data to guide instruction.	of progress monitoring for students receiving Tier 2 and Tier 3 support. ● Continue strengthening CKLA implementation: Provide ongoing coaching around foundational skills, decodable text, small-group differentiation, and the connection between decoding and encoding. ● Strengthen family-school literacy connections: Continue expanding opportunities for families to understand student literacy data and provide families with simple, skill-specific strategies they can use to support reading and writing at home.
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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 (Third Grade Goal):</u> In Spring 2026, 64.3% of kindergarten students will score mid or above grade level on iReady Reading diagnostic, an increase from 52.1% in spring of 2025. Goal indicators: iReady diagnostics and lesson pass rates.	By Spring 2026, 53% of Kindergarten students (34 of 64) scored Mid or Above Grade Level on the final i-Ready Reading assessment, representing an increase from 52.1% in Spring 2025. Although the school did not reach the targeted goal of 64.3%, an additional 33% of students (21 of 64) scored Early On Grade Level, meaning 86% of Kindergarten students finished the year at Early On Grade Level or above. Only 14% (9 students) were One Grade Level Below, and no students were two or more grade levels below.

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	The data demonstrate an area for continued growth in moving students from Early On Grade Level to Mid or Above Grade Level, while also showing that the large majority of students ended Kindergarten performing within the on-grade-level range. Moving forward, Mary Ford will continue strengthening explicit foundational literacy instruction, targeted small-group instruction, and progress monitoring, with particular attention to phonological awareness, phonics, and high-frequency word development to increase the percentage of students reaching Mid or Above Grade Level by the end of Kindergarten.
<u>Previous Goal #2:</u> Increase the percentage of Black and Hispanic students scoring Tier 1 in the spring of 2025 as determined by myIGDIs Rhyming and Sound ID assessment from 14.9% to 58.9% by Spring 2026.	Mary Ford made meaningful progress toward the goal of increasing the percentage of Black and Hispanic students scoring Tier 1 on the myIGDIs Rhyming and Sound ID assessments from the Spring 2025 baseline of 14.9%. By Spring 2026, student performance showed notable growth, with 42 students scoring in the green/Tier 1 range in Rhyming and 47 students scoring in the green/Tier 1 range in Sound Identification. These results demonstrate positive progress in students' foundational phonological awareness skills and will be used to guide continued targeted instruction and intervention during the 2026–2027 school year.

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.

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- 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> In Spring 2027, 65.9% of kindergarten students will score mid or above grade level on iReady Reading diagnostic, an increase from 54% in spring of 2026. **School Renewal Plan Aligned Goal	1. Maximize Tier 1 Instruction: Protect daily literacy blocks and ensure students receive the full scope of grade-level reading instruction. 2. Strengthen Science of Reading Instruction: Implement explicit, systematic instruction in the foundational components of reading, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. 3. Increase Reading Practice: Provide daily opportunities for students to apply skills through decodable texts and connected reading. 4. Differentiate Instruction: Use i-Ready instructional domains to match learning activities to individual student needs. 5. Prioritize High-Impact Skills: Identify and explicitly teach the skills most strongly limiting each student's overall reading performance. 6. Set Growth Targets: Establish individual student growth targets and celebrate progress toward grade-level proficiency.

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	7. Increase Student Ownership: Use developmentally appropriate goal-setting and progress celebrations to motivate reading growth. 8. Partner with Families: Provide families with simple, skill-aligned activities and resources to reinforce literacy at home. 9. Conduct Wellness Checks: Identify students who are not demonstrating expected growth and provide additional instructional opportunities before the next diagnostic.
<u>Current Goal #2:</u> By June 2027, the percentage of kindergarten students scoring Mid or Above Grade Level in Phonological Awareness on the i-Ready Reading Diagnostic will increase from 27% in Spring 2026 to at least 35% in Spring 2027. Additionally, at least 90% of kindergarten students will score Early On Grade Level or above, compared to 83% in Spring 2026.	1. Strengthen Tier 1 instruction: Provide explicit, systematic daily phonological and phonemic awareness instruction aligned with CKLA Skills and the Science of Reading. 2. Apply Science of Reading Practices: Use evidence-based routines that explicitly and systematically build phonological and phonemic awareness from larger to smaller units of sound. 3. Use data to drive instruction: Analyze i-Ready, FastBridge, and classroom assessment data at BOY, MOY, and EOY to identify specific phonological awareness skill gaps and adjust instruction. 4. Provide targeted small groups: Use flexible small groups to provide additional practice in rhyming, syllables, onset-rime, phoneme isolation, blending, and segmenting based on student need. 5. Implement intervention: Provide targeted literacy intervention for students demonstrating continued risk and progress monitor their response to instruction.

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	6. Monitor progress regularly: Review student progress during PLC/DDI meetings and regroup students or adjust instructional strategies based on current data. 7. Support teacher implementation: Reading coach will model lessons, provide resources, conduct coaching cycles, and support teachers with planning and implementation of effective phonological awareness routines. 8. Build teacher capacity: Provide ongoing professional learning focused on phonological/phonemic awareness, Science of Reading practices, and effective use of CKLA Skills routines. 9. Respond to MOY data: Use MOY i-Ready and additional assessment data to identify students not on track to meet EOY expectations and intensify instruction or intervention as needed.
<u>Current Goal #3:</u> By Spring 2027, 65% of students will score in Tier 1 (Green) on the MyIGDIs Rhyming assessment, an increase from 50% in Spring 2026, and 70% of students will score in Tier 1 (Green) on the MyIGDIs Sound Identification assessment, an increase from 56% in Spring 2026.	1. Explicit Sound Practice: Embed rhyming and sound identification into daily routines and transitions. 2. Intentional Small Groups: Provide targeted small-group instruction based on MyIGDIs skill needs during DEAL time and interest areas. 3. Learning Through Play: Incorporate rhyming and sound activities into centers and interest areas. 4. Progress Monitor: Use MyIGDIs and classroom data to monitor growth and adjust instruction.

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	5. Differentiate Support: Provide additional practice for students in Red and Yellow/Orange tiers. 6. Build Oral Language: Use songs, read-alouds, and word play to strengthen listening and sound awareness. 7. Engage Families: Share simple rhyming and sound activities for practice at home. 8. Apply Science of Reading: Use explicit, developmentally appropriate phonological awareness routines grounded in Science of Reading practices.
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