

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? 1
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 3
- 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? 1
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? 1
- 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.

At Minnie Hughes Elementary, PreK–5 reading instruction is grounded in CKLA core lessons, a daily small-group block, and ongoing assessment to ensure students meet South Carolina College- and Career-Ready ELA standards. Oral language is strengthened through interactive read-alouds, academic talk routines, and turn-and-talks. Phonological awareness is taught explicitly, including rhyming, blending, and segmenting, and monitored in PreK with IGDIs and in K–1 through FastBridge assessments and frequent, quick checks. Systematic, explicit phonics is delivered with decodable texts and multisensory practice, while fluency is built through modeled, repeated, and partner reading with attention to accuracy, rate, and expression. Vocabulary is woven into every unit through Tier 2/academic words, morphology (prefixes and suffixes), and content-rich texts. Comprehension is developed through close reading, text-based discussion, and writing in response to reading. Teachers use FastBridge data in K–1, i-Ready diagnostics and growth checks, CKLA unit assessments, running records, and classroom exit tickets to form and refine small groups and provide targeted MTSS interventions. Data conversations guide adjustments to instruction and intervention intensity, and progress is clearly communicated to families. Together, these structures ensure every learner advances steadily toward grade-level proficiency. Literacy components are also intentionally embedded throughout the after-school Kaleidoscope program.

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.

Our PreK–5 word recognition system is tightly aligned to the science of reading and delivered through a structured-literacy approach that is explicit, systematic, and cumulative. Students receive daily, teacher-led instruction and practice in phonological awareness, letter–sound knowledge, phoneme, grapheme mapping, decoding, encoding (spelling), and high-frequency irregular words, with decodable texts used to reinforce transfer and

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build fluency. Our Universal Screeners are the i-Ready Reading Diagnostic (K–5; Fall/Winter/Spring) and IGDIs (Pre-K). We use the SPIRE Up Placement Assessment used in reading intervention to determine decoding and fluency placement and pinpoint specific subskills (e.g., phoneme blending, advanced phonics patterns). Progress is monitored using SPIRE Up, Fastbridge, i-Ready Standards Mastery, IGDIs for Pre-K, CKLA unit assessments, and lesson exit slips. Instructional intensity is adjusted based on data every 2–4 weeks to guide timely adjustments. CKLA instruction is tiered: strong core lessons for all, data-driven small groups for targeted needs, and short, intensive interventions for students who require acceleration, including support for multilingual learners. Consistent lesson routines (I Do/We Do/You Do), built-in cumulative review, and accuracy and automaticity tracking ensure skills are generalized to connected text. This coherent assessment-instruction cycle strengthens foundational literacy so students develop efficient word recognition that undergirds comprehension.

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.

Following each universal screening window (fall, winter, spring), grade-level teams review class and student profiles to flag readers below benchmark and route them into a brief diagnostic cascade that identifies the primary barrier to reading, word recognition or language comprehension. Universal screeners (i-Ready for K–5 and IGDIs for PreK) establish who needs follow-up, while curriculum-embedded checks (CKLA unit assessments, checks for understanding) and additional evidence from Standards Mastery and Mastery Connect checkpoints help pinpoint specific skill gaps. If diagnostics indicate weaknesses in phonological awareness, phonics/decoding, irregular word reading, and/or fluency, students are placed on a word-recognition pathway with explicit, systematic Tier 2/3 instruction, daily practice with decodables, and progress monitoring every 1–2 weeks (e.g., i-Ready growth checks, SPIRE Up mastery checks, and fluency timings). If diagnostics show adequate word reading but limited vocabulary, background knowledge, and/or listening comprehension, students follow a language-comprehension pathway emphasizing oral language, morphology, vocabulary development, knowledge building, and comprehension routines with complex read-aloud. Each student’s plan includes measurable goals, intervention minutes, materials, and monitoring dates. Multilingual learners receive targeted linguistic support. Teams revisit progress-monitoring graphs at 4–6 weeks to adjust intensity or pathway, ensuring timely growth toward grade-level proficiency. Data from i-Ready is used to determine if a “Summer Slide” occurred and if the learning pathway needs adjusting to challenge the student without readdressing skills the student has already mastered.

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.

Our school uses a consistent, family-friendly system to help parents support literacy at home. At events and conferences, families receive clear, one-page handouts aligned to current classroom skills: how to read decodables, ask text-based questions, practice high-frequency words, and spark quick, low-prep writing at home. Each handout includes simple steps, example prompts, and a brief practice routine so families can use it right away. To keep support ongoing, a weekly parent memo reinforces these strategies with bite-sized tips tied to upcoming units and reminders for at-home

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practice. We also invite families to Literacy Night, where teachers model the same routines through hands-on stations and send home ready-to-use materials. In addition, our Virtual Read-Aloud offers a short, live demonstration of dialogic reading and follow-up questions, giving families a convenient way to see effective practices in action and continue them at home. 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 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.

Reading achievement is monitored through a tight MTSS cycle at both the classroom and school levels. PreK uses IGDIs, and K–5 use universal screeners such as iReady each fall, winter, and spring, with curriculum-embedded checks (CKLA unit assessments, decodable reading checks, fluency timings) and weekly formative tasks in between. Students who fall below benchmark receive brief diagnostics to pinpoint needs, then move into targeted Tier 2/3 plans with progress monitoring every 1–2 weeks using SPIRE Up measures, i-Ready Standards Mastery, IGDIs for Pre-K, and CKLA unit assessments; instructional intensity is adjusted based on the data. Groups and intensity are adjusted during 4–6 week data meetings so support stays responsive. Classroom teachers track accuracy, rate, and transfer to connected text, while grade-level PLCs and the literacy/leadership team review dashboards to analyze growth, equity gaps, and fidelity using walkthrough look-fors. Decisions about intervention, minutes, materials, and staffing triangulate all available data: screeners, diagnostics, curriculum measures, writing rubrics, and context (attendance, behavior, and other factors). This disciplined process ensures students' progress efficiently 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.

Our school builds teacher capacity through a clear, year-long training arc grounded in the science of reading and structured literacy. We launch the year with hands-on PD that connects the Simple View of Reading and the Reading Rope to our core materials (CKLA) and intervention menus, then revisit these through monthly clinics and bite-sized “learn-today, use-tomorrow” sessions. Weekly grade-level PLCs analyze recent screeners and diagnostics (e.g., i-Ready, IGDIs) alongside CKLA unit checks to plan explicit, systematic instruction. Coaching cycles provide job-embedded support, co-planning with “Know & Show” targets, in-class modeling, co-teaching, and quick feedback loops, so teachers leave each session with an implementable routine for the very next lesson. Training is tailored across bands. In PreK–K, we emphasize oral language, phonological awareness, print concepts, and letter formation with daily, explicit routines. In grades 1–2, teachers practice phoneme-grapheme mapping, cumulative phonics,

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decodable text practice, dictation, and fluency timing with immediate corrective feedback. In grades 3–5, we extend to morphology, vocabulary, fluency, and knowledge-rich comprehension work aligned to complex text. Throughout, MTSS structures help teachers select word-recognition or language-comprehension pathways, set precise minutes and goals, and progress-monitor every 1–2 weeks. Fidelity is supported through brief walkthroughs with look-fors, coaching notes, and follow-up micro-PD. The result is consistent, high-quality instruction in foundational skills that supports every PreK–5 student.

Section G: Analysis of Data

Strengths	Possibilities for Growth
● Near-universal participation provides a reliable baseline for decisions (140 of 140 students assessed; 100%). ● Clear baseline placement for 2026–27, as this is the first diagnostic of the year, enables precise MTSS goal-setting. ● Early grades show minimal severe deficits: K–2 have 0% of students three or more levels below; Kindergarten also has 0% two levels below, indicating foundational skills are taking hold. ● We are using the DDI Protocol and Get Better Faster Framework to guide our analysis of student data and instructional decision-making.	● Schoolwide literacy needs remain high: 78% of assessed students are below benchmark (one-below or lower), including 23% who are two+ levels below the priority group for accelerated support. ● Upper-elementary concentration of need: - Grade 5: 50% two+ below (33% two-below + 17% three+) - Grade 3: 27% two+ below (16% two-below + 11% three+) - Grade 4: 36% two+ below (7% two-below + 29% three+) ● Primary grades have large “one-below” cohorts poised to move with tight small-group cycles: K 74%, Grade 1 88%, Grade 2 40% at one-below.

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
<u>Previous Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in 2024-2025 as determined by SC READY from 55 % to 50 % in the spring of 2025-2026.	1. Set up a system of co-teaching with our resource teacher and teacher librarian to support SPED and our lowest-performing students and create a love of reading for students. 2. Provide training opportunities for parents to support reading at home. 3. Ensure teachers complete LETRS training 4. Ensure targeted small group instruction is occurring using ALL Block, Skills Block, and/or Heggerty and iReady data 5. Conduct coaching cycles to support teacher improvement 6. Host Family data conferences each quarter 7. Conference with students each quarter and review goals 8. Utilize our small group block to hit targeted phonemic skills that 3rd graders are missing. 9. Host School-based professional development to support Literacy Strategies. 10. Support teachers (3rd grade) in providing various strategies, tools, and resources to ensure high-quality instruction.
<u>Previous Goal #2:</u> The percentage of students in the group 'Pupils in Poverty' at Minnie Hughes Elementary School in grades 3-5 scoring meets or exceeds on SC READY ELA will increase from 31.7% in May 2026 to 49.2% by May 2027.	1. Set up a system of co-teaching with our resource teacher and teacher librarian to support SPED and our lowest-performing students and create a love of reading for students. 2. Provide training opportunities for parents to support reading at home. 3. Ensure targeted small group instruction is occurring using ALL Block, Skills Block, and iReady data.

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<u>Previous Goal #3:</u> Decrease the percentage of 1st graders who are 1 grade level below from 24% to 21%.	1. Progress monitor individualized iReady lessons 2. Implement small group instruction during reading and independent reading time. 3. Progress monitor students in FastBridge
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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
<u>Current Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 48.10 % to 50.70 % in the spring of 2027.	1. Implement standards-aligned CKLA instruction with a focus on comprehension, vocabulary, and writing. 2. Use DDI/PLC sessions to analyze student data, identify trends, and plan targeted instructional next steps. 3. Provide daily targeted small-group instruction based on student assessment data and specific skill needs.

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	4. Strengthen explicit vocabulary instruction through Tier 2 words, academic vocabulary, morphology, context clues, and opportunities to use vocabulary in speaking and writing. 5. Increase opportunities for students to write in response to grade-level texts and support responses with text evidence. 6. Monitor i-Ready lesson progress and performance to ensure students are completing targeted lessons aligned to priority Grade 3 standards and use the data to adjust small-group instruction and reteaching. 7. Provide ongoing coaching support through classroom walkthroughs, modeling, feedback, collaborative planning, and PLCs to strengthen literacy instruction. 8. Utilize 3rd Grade Skills instruction to strengthen foundational reading skills, including decoding, word recognition, and fluency, for students demonstrating identified skill gaps.
<u>Current Goal #2:</u> By Spring 2027, the percentage of K–2 students performing at early, mid, or above grade level in Reading will increase from approximately 21% in Fall 2026 to at least 45%, as measured by i-Ready. Student progress will be supported through explicit foundational skills instruction, data-driven small-group instruction, targeted interventions, and ongoing progress monitoring.	1. Provide daily explicit, systematic foundational skills instruction focused on phonological awareness, phonics, decoding, high-frequency words, and fluency. 2. Implement CKLA foundational skills lessons with fidelity, using student data to determine areas requiring additional modeling, practice, and reteaching. 3. Use i-Ready data for K–2 and FastBridge data for K–1 to identify specific skill gaps and determine targeted instructional needs. 4. Analyze FastBridge screening and progress-monitoring data in K–1 to identify students needing additional support in early literacy and foundational reading skills. 5. Provide daily data-driven small-group instruction based on i-Ready, FastBridge, CKLA, and classroom assessment data. 6. Monitor students’ i-Ready lesson progress, including lesson completion, pass rates, and progress toward priority K–2 reading skills.

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	7. Use CKLA assessments, i-Ready data, FastBridge K–1 data, classroom assessments, and progress-monitoring data during PLC/DDI meetings to identify trends and adjust instruction. 8. Provide coaching, modeling, and instructional support to strengthen teachers’ implementation of foundational skills, small groups, and interventions. 9. Communicate student reading progress with families and provide practical strategies and resources for reinforcing foundational reading skills at home.
<u>Current Goal #3:</u> By May 2027, students in Grades 3–5 will demonstrate measurable growth in vocabulary and writing. Specifically, the percentage of students performing in the Medium and High categories combined will increase from 58% to 65% in Reading Across Genres (Vocabulary) and from 55% to 62% in Writing, as measured by SC READY ELA performance. Progress will be monitored throughout the year using CKLA unit assessments, Mastery Connect, Standards Mastery, Text-Dependent Writing (TDW) tasks within Tier 1 instruction, and classroom assessments to guide targeted small-group instruction and reteaching.	1. Strengthen Tier 1 ELA instruction through consistent implementation of grade-level CKLA lessons with explicit instruction in vocabulary, comprehension, morphology, and writing. 2. Implement the DDI (Data-Driven Instruction) process during PLCs to analyze student performance using the See It, Name It, Do It process: identify trends in student data, name specific misconceptions or skill gaps, and determine targeted instructional responses. 3. Use DDI analysis to strengthen Tier 1 instruction by identifying whole-class trends and planning reteaching, modeling, questioning, and instructional adjustments aligned to priority standards. 4. Analyze CKLA unit assessments, Mastery Connect, Standards Mastery, TDW tasks, and classroom assessments to determine mastery of vocabulary and writing standards. 5. Use DDI data to create flexible, targeted small groups based on specific student needs in vocabulary, comprehension, and writing. 6. Provide targeted reteaching opportunities for standards and skills identified through the DDI process, followed by opportunities to reassess student mastery.

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	7. Explicitly teach Tier 2 and academic vocabulary through context clues, morphology, word relationships, and repeated exposure within reading, speaking, and writing. 8. Embed Text-Dependent Writing (TDW) within Tier 1 instruction so students regularly respond to grade-level texts, cite evidence, elaborate on their thinking, and apply academic vocabulary. 9. Use explicit writing instruction, including teacher modeling, think-alouds, exemplars, graphic organizers, sentence frames, and gradual release. 10. Monitor student progress following reteaching and small-group instruction to determine whether students have mastered the targeted skill or require additional support.
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