

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? 9
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 14
- 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? 9
- 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-5<sup>th</sup> 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.

Mt Pleasant Academy students are assessed three times a year with benchmark screeners in myIgGDIs (Pre-K), FastBridge earlyReading (K & 1) & iReady Reading (K-5). CKLA and UFLI assessments are administered at the end of each unit. FastBridge Universal Screener K-1 students are tested 1:1 in the areas of phonological awareness, phonics, and fluency. This includes assessments in Concepts of Print, Letter Names, Letter Sounds, Word Segmenting, Nonsense Word Reading, and Sight Words to 50 in kindergarten. First-grade tests include word segmenting, nonsense word reading, sight words to 150, and CBMreading. These assessments are used to guide and individualize small-group instruction. iReady Reading Diagnostic K-5 students are given an adaptive digital assessment in phonological awareness, phonics, vocabulary, and comprehension. These assessments are used to guide and individualize small-group instruction. MyIgGDIs Pre-K students are tested 1:1 in the areas of early literacy. CKLA & UFLI End of Unit Assessments. These assessments analyze student performance and growth. The data is used to plan for remediation and extension activities. Data points are analyzed together in grade-level PLCs to guide instruction and provide reteaching opportunities for students. Instruction of ELA Standards Teachers have access to high-quality core and supplemental curricula that support oral language, phonological awareness, phonics, word recognition, fluency, comprehension, and vocabulary development. All students in CD-2nd grade are instructed in Heggerty to address oral language and phonological awareness. Kindergarten- 5th grade utilizes the CKLA Curriculum embedded with the South Carolina College- and Career-Ready English and Language Arts Standards. Kindergarten -2nd Grade teachers also use UFLI to focus on individualized instruction and early reading skills.

**Section B:** Document how Word Recognition assessment and instruction for PreK-5<sup>th</sup> grade students are further aligned to the science of reading, structured literacy and foundational literacy skills.

Word Recognition instruction is centered on foundational skills of phonological awareness and phonics decoding. Kindergarten-2nd grade teachers use phonological awareness daily with Heggerty instruction. Additionally, K-2 teachers use UFLI with all students to supplement CKLA Skills. This

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approach is grounded in the Science of Reading research and focuses on developing the foundational skills necessary to support reading. 3rd - 5th grade teachers utilize the structured literacy curriculum, CKLA with a focus on morphology to support Word Recognition. The CKLA Word Recognition assessment is an integral part of the daily lesson within our 3rd grade classrooms to guide foundational skill instruction. Assessments in spelling and morphology are embedded in CKLA for grades 3rd-5th. PreK students' assessment and instruction does not include 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-5<sup>th</sup> grade who have failed to demonstrate grade-level reading proficiency.

Mt Pleasant Academy uses universal screener data (Fastbridge earlyReading) and diagnostic assessment data (iReady Reading) to determine targeted pathways of intervention for students demonstrating below-grade-level proficiency. Multiple data points are analyzed to determine the need for additional support and how to best address their individual needs. Students' needs are considered with the CCSD Elementary Intervention Cascade to match students to a targeted pathway for intervention. Based on data, students are placed in groups using S.P.I.R.E., Magnetic Foundations, or Magnetic Reading programs. Intervention data and progress are reviewed monthly and adjusted to fit the needs of the student. Additionally, iReady data is utilized to provide targeted skill interventions to students within the classroom as needed. Students with an Individualized Education Plan are strategically placed in the appropriate program based on their needs and IEP goals.

**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.

Mt Pleasant Academy teachers communicate with families weekly about expectations and progress through newsletters and Wednesday Folders. Data conferences are held as needed (at least once a year) to discuss concerns and provide support. An annual MPA Literacy Night is held every Fall to provide families with multiple resources, tips, and best practices to extend their learning at home. Monthly School Improvement Council and PTA meetings keep parents involved as well as IPS and IEP meetings, where specific literacy supports are discussed and resources provided for home support.

**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-5<sup>th</sup> grade intervention based on all available data to ensure grade-level proficiency in reading.

Classroom Teachers review classroom reading data at bi-weekly PLC meetings following the Data Driven Instruction protocol. iReady Lesson Paths are also analyzed to monitor a student's progress in reading proficiency. Intervention Students are given an end-of-year goal, and their progress is monitored weekly. Waitlisted students are progress monitored biweekly to be closely monitored for need. This will provide the needed data to ensure students are staying on track to meet goals. The MTSS team reviews data regularly and determines next steps as needed.

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**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-5<sup>th</sup> grade.

Teachers participate in ongoing, job-embedded professional learning opportunities through collaboration and planning with colleagues during bi-weekly Professional Learning Communities, within coaching cycles with the instructional coach, from feedback provided by district and school coaches in Instructional Learning Walks, and from participation in Science of Reading professional development via LETRS coursework.

**Section G: Analysis of Data**

| Strengths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Possibilities for Growth                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| High percentage of teachers who are participating or have completed the LETRS Volume 1 & 2 K-2 implementation of UFLI curriculum to support The Science of Reading . Heggerty programs implemented with fidelity. Expanded knowledge and usage of i-Ready learning pathways, teacher toolbox, and reports. Coach and teachers collaborate regularly in PLC meetings to discuss and analyze student data and make instructional decisions based on the DDI process. Grade Level data dives of FastBridge and iReady Diagnostic data Certified Literacy Interventionist to work across all grade levels 1st-5th Improved MTSS process to create clearer lines of communication and support for teachers. | Utilization of state-adopted curriculum to ensure high-quality instruction aligned to the SC ELA 2023 standards Participate in Student Data Chats to set specific iReady goals and develop strategies for reaching those goals. Encourage teachers who are not trained in the Science of Reading to attend LETRS cohorts Increase the number of staff with the Read to Succeed Endorsement Intentional standards-based planning for instruction. |

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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> Third Grade Goal: Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 86.2% to 87.2% in the spring of 2026. | Spring 2026 - 90.00% Meets or Exceeds |
| <u>Previous Goal #2:</u> Increase the percentage of third - fifth grade pupils in poverty scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 69.0% to 70.9% in the spring of 2026.              | Spring 2026 - 72.1% Meets or Exceeds  |
| <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 3<sup>rd</sup> 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

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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> Third Grade Goal: Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 90.00% to 90.50% in the spring of 2027. | Utilize the DDI process in PLCs to plan the reteaching of student gaps in learning with common assessments. Intentional standards-based planning for ELA instruction Individualized instruction of foundational skills in 3rd grade Supporting tier 2-3 students with explicit intervention instruction by a certified Literacy Interventionist Centralized 3-5 instructional schedules created at the school level to include WIN time Weekly PLCs planning for learner-driven, small-group, differentiated instruction Daily WIN time for grades 3 - 5 (resource, speech, intervention, and SAIL to happen during those times) MTSS data review to identify individual students who need support, as well as grade-level areas of weakness Consult with district instructional support to plan PD support for using WIN time to enhance student growth. |
| <u>Current Goal #2:</u> Increase the percentage of K-2 grades on ELA Iready scoring Meets and Exceeds in the spring of 2027 as determined by Iready from 77.1% to 81.7% in the spring of 2027.                               | Utilizing the Data-Driven Instruction (DDI) process within weekly PLCs, K–2 educators engage in intentional, standards-based planning to address learning gaps from common assessments while incorporating "Get Better Faster" coaching cycles to continuously refine instruction. Grounded in individualized foundational skills development, certified                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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|                         | Literacy Interventionists deliver explicit, small-group targeted interventions for Tier 2 and Tier 3 students, seamlessly integrated alongside the I-Beam program. To ensure continuous student growth and identify grade-level areas of weakness, teams conduct regular MTSS data reviews alongside consistent i-Ready minute monitoring. Furthermore, early literacy practice is reinforced through an innovative Fifth Grade Cadet Program that pairs older mentors directly with kindergarteners, all supported by ongoing collaboration with district instructional specialists to optimize intervention structures and drive student achievement. |
| <u>Current Goal #3:</u> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |