SOUTH CAROLINA
DEPARTMENT OF EDUCATION

Submission Time: September 24, 2026 9:51 am

# 2026-27 Primary and Elementary Reading Plan

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| **District Name** | York 03 |
| **School Name** | Central Child Development Center |
| **Principal Name** | Damon Ward |
| **Principal Email** | dward@rhmail.org |

## Section A: Five Pillars of Reading Instruction

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| **Describe how reading assessment and instruction for all 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.** | Central Child Development Center uses DIAL-4, myIGDIs, and the 4K Developmental Checklist to assess foundational reading skills. Teachers use common formative assessments that measure both foundational and more advanced reading comprehension skills that align with South Carolina Early Learning Standards. Teachers also utilize the Frog Street Pre-K curriculum, LETRS EC, SCDE ELLCO checklist and Heggerty to support our ELA instruction. These programs align with reading research and focused instruction on all areas recommended including: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Teacher master schedules also ensure all pillars of reading instruction are supported. |

## Section B: Foundational Literacy Skills

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| **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.** | Word recognition skills are part of daily classroom instruction but not part of the South Carolina Early Learning Standards. The Heggerty curriculum supports word recognition and foundational literacy skills. Students are also exposed and introduced to work recognition with the use of a word wall, label classroom environment, shared reading, shared writing and word cards in the writing center. In Pre-K, our students receive direct instruction through Frogstreet to build the earliest stands of the Reading Rope, through hands-on play-based learning. |

## Section C: Intervention

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| **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.** | As stated above, Central CDC uses DIAL-4, myIGDIs, and the 4K Developmental Checklist to assess foundational reading skills. 4K teachers use common assessments that measure both foundational and more advanced reading comprehension skills that align with the South Carolina Early Learning Standards. Classroom teachers provide targeted small group instruction based on these measures as do school interventionists. These data sources help us to target intervention needs for students who have failed to demonstrate grade level literacy proficiency. Central CDC has a trained academic interventionist to provide small group support with a research-based intervention literacy program for these students. Parents receive ongoing communication about intervention through multiple parent conferences, MTSS meetings, and intervention services letters. |

## Section D: Supporting Literacy at Home

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| **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.** | Central CDC hosts individual family orientations prior to the start of school. The orientation covers topics such as building reading habits at home,<br>understanding the South Carolina Profile of the Ready Kindergartener, and specific strategies for supporting early literacy at home. Teachers also send home monthly newsletters that frequently incorporate literacy instructional content and optional homework to support learning at home.<br><br>A RHSD 4K Developmental Checklist is sent home every 60 days to provide parents with an update on their child's academic progress. Monthly newsletters and optional homework calendars are sent home each month to help parents better understand how to support their child at home. Library books are also sent home with students each week. Each year during Read Across America Week, parents are invited to read to classrooms at Central CDC.<br><br>Required parent/teacher conferences each year also allow for parents to learn more ways to support their child at home with literacy. Teachers use this time to inform parents about their child's specific literacy progress, strengths, and areas for improvement. They are able to offer individualized strategies that parents can use at home to support reading growth. |

## Section E: Progress Monitoring

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| **Document how the school provides for progress monitoring of reading achievement and growth at the school level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.** | As stated above, Central CDC utilizes DIAL-4, myIGDIs, and the 4K Developmental Checklist to assess foundational reading skills. Teachers use common formative assessments that measure both foundational and more advanced reading comprehension skills that align with South Carolina Early Learning Standards. Teachers also utilize the Frog Street Pre-K curriculum for ELA instruction. This program aligns with reading research and focused instruction on all areas recommended including: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.<br><br>Teachers also collaborate with the MTSS team during PLC to triangulate DIAL-4, myIGDIs, and common assessment data to determine students in need to Tier II and Tier III support. These meetings take place after the complete of the fall and winter myIGDIs screening.<br><br>Parents are informed of their child's progress throughout the school year through multiple parent conferences, 4K Developmental Checklist (every 60 days), and myIGDIs fall and spring screening results. |

## Section F: Teacher Training

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| **Explain how the school will provide teacher training based in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students.** | Central CDC teachers completed EC LETRS training. One new CCDC teacher is completing EC LETRS during the 2026-27 school year. Our teachers will continue to receive support through our district's literacy specialist. Teachers are also implementing the Heggerty curriculum and utilize Heggerty's online platform for professional development and resources for training and support. Teachers are also frequently observed and receive observational feedback. Additionally, teachers participate in SCDE professional development on literacy instruction. Central's PLC meets weekly to engage in data and review and planning to provide high quality literacy instruction. |

## Section G: District Analysis of Data

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| **Strengths** | *Student intervention<br><br>*LETRS EC training and implementation<br><br>*MTSS team<br><br>*PLC Structure<br><br>*Universal Pre-K Data Notebook and Assessment Binder<br><br>*4K Developmental Checklist<br><br>*Frogstreet curriculum and Heggerty curriculum implementation<br><br>*Peer observations |
| **Possibilities for Growth** | *Classroom Tier II data tracking<br><br>*Implementation of Tier II small group instruction<br><br>*Frogstreet curriculum implementation (HQIM) |
| **Description Area** | *Note: The questions below are included to gauge school-level LETRS implementation.Teachers for state-funded LETRS training include:K-3 Classroom Teachers4-5 Classroom TeachersReading CoachesReading InterventionistsK-5 Special Education TeachersMiddle Level Special Education TeachersSchool AdministratorsMulti-lingual TeachersPreK CERDEP TeachersPreK CERDEP Teaching Assistants |
| **How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?** | 0 |
| **How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?** | 0 |
| **How many eligible teachers in your school are beginning Volume 1 of LETRS this year?** | 0 |
| **How many eligible teachers in your school are beginning Volume 2 of LETRS this year?** | 0 |
| **How many CERDEP PreK teachers in your school have completed EC LETRS?** | 5 |

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| **How many CERDEP PreK teachers in your school are beginning EC LETRS this year?** | 1 |

## Section H: Previous School Year SMART Goals and Progress Toward those Goals

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| **Previous Goal #1** | N/A - Central is a preschool |
| **Goal #1 Progress** | N/A - Central CDC is a preschool |
| **Previous Goal #2** | By the end of the 2025-26 school year, 75% or more of students at Central<br>CDC will score in the Tier I (Strong Progress) and Tier II (Moderate Progress) for the Rhyming as measured by the spring myIGDIs assessment. |
| **Goal #2 Progress** | Although we did not achieve this goal, we made significant progress with student achievement on the myIGDIs Rhyming subtest. 130 out of 194 students (67%) met the goal. 100 out of 194 (52%) scored in the Tier I (Strong Progress). |
| **Previous Goal #3** | By the end of the 2025-26 school year, 80% or more of students at CentralCDC will score in the Tier I (Strong Progress) and Tier II (Moderate Progress) for the Sound ID subtest as measured by the spring myIGDIs assessment. |
| **Goal #3 Progress** | Although we did not achieve this goal, we made significant progress with student achievement on the myIGDIs Sound ID subtest. 149 out of 194 students (77%) met the goal. 115 out of 194 (59%) scored in the Tier I (Strong Progress). |

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

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| **Description Area** | For all schools serving third grade students, goal #1 MUST read:Third Grade Goal: Increase the percentage of third graders scoring Meets and Exceeds in the spring of [previous school year] as determined by SC READY from __% to __% in the spring of [current school year]. |
| **Current Goal #1** | n/a - Central is a preschool |
| **Goal #1 Action Steps** | n/a - Central CDC is a preschool |

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| **Current Goal #2** | By the end of the 2026-27 school year, 50% or more of the students at Central CDC will score in the Tier I (Strong Progress) range on the Early Literacy Rhyming subtest on the spring myIGDIs screening. |
| **Goal #2 Action Steps** | *myIGDIs fall, winter, and spring administration<br><br>*Focus for PLC data analysis and teaching strategies<br><br>*Pre-K Assessment Binder common assessments<br><br>*Focus for MTSS and intervention groups<br><br>*Heggerty Curriculum implementation<br><br>*MTSS team and teacher collaboration to triangulate data during PLC PD meetings |
| **Current Goal #3** | By the end of the 2026-27 school year, 50% or more of the students at Central CDC will score in the Tier I (Strong Progress) range on the Early Literacy Sound ID subtest on the spring myIGDIs screening. |
| **Goal #3 Action Steps** | *myIGDIs fall, winter, and spring administration<br><br>*Focus for PLC data analysis and teaching strategies<br><br>*Pre-K Assessment Binder common assessments<br><br>*Focus for MTSS and intervention groups<br><br>*Heggerty Curriculum implementation<br><br>*MTSS team and teacher collaboration to triangulate data during PLC PD meetings |

## File Upload (optional)

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| **File Upload** | https://www.formstack.com/admin/download/file/20097861043 |