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? 2
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 18
- 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? 2
- How many CERDEP PreK teachers in your school have completed EC LETRS? 2
- How many CERDEP PreK teachers 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.

The main reading assessment that our Kindergarten through 5th grade students take is the iReady Inform Assessment. This assessment is administered to students in these specific grade levels three times a year. The results of this assessment demonstrate the progress students make from the beginning of the year to the very end. The iReady Inform Assessment tests students on 5 different domains based on how they perform on specific questions. These domains include: high frequency words, phonological awareness, phonemic awareness, and comprehension (which is broken down into informational and literature). Once the assessment is taken, students are given a score based on their performance in each domain and that score correlates with a grade level. Interventionists, general education teachers, special education teachers, administrators, and coaches can also dive deeper into the overall scores by examining how each student performed in each domain. This allows educators to be able to see any misconceptions, learning gaps, and/or strengths each child may have in his/her reading skills.

Along with the iReady Inform Assessment, our district also administers the FastBridge assessment to Kindergarten and First Grade students. Kindergarten teachers use the earlyReading assessment in FastBridge which assesses students on letter names, letter sounds, concepts of print, and onset sounds. First grade teachers administer their earlyReading assessment, but their particular assessment assesses students' knowledge on sight words, word segmenting, nonsense words, and sentence reading. This FastBridge assessment is administered three times a year.

The Kindergarten Readiness Assessment (KRA) is another assessment Kindergarten uses to assess students. This assessment assesses students on vocabulary, listening comprehension, letter recognition, and early communication skills. This provides teachers with more comprehensive information on how well students can connect their listening skills to their comprehension skills.

Our PreK department does not administer FastBridge and iReady Inform assessments. Instead, they administer their myIGDIs assessments to their students and this assessment screens students on their knowledge of picture naming, rhyming, sound identification, alliteration, and answering the question "which one doesn't belong?". This type of assessment allows our PreK teachers to retrieve more information on their prior knowledge of language concepts to assist them in addressing learning gaps while teaching the units in the Creative Curriculum. The Creative Curriculum is our district's reading curriculum for our PreK classes. This curriculum addresses language development through the use of thematic units.

In regards to instruction for Kindergarten through 5th grade, they use the Core Knowledge Language Arts (CKLA) curriculum which was adopted by the district. This curriculum was created based on the elements of the science of reading and addresses standards by introducing them within a specific topic of study. For example, our third grade classrooms address informational/explanatory writing and central ideas by teaching a unit on the human body. This curriculum was adopted to help address the specific reading skills needed to help students' comprehension and also apply what they have learned from their reading into their evidence based writing.

To assist with phonemic awareness and phonological awareness in the lower grades though, Kindergarten through Second grade classrooms are integrating Heggerty lessons along with UFLI Foundational lessons into their classroom instruction. These curriculums help students achieve the decoding skills they need to be able to build on their reading comprehension skills so they are reading grade level texts.

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.

The Word Recognition assessments and instruction that our teachers administer align with the science of reading, structured literacy, and foundational literacy skills. The FastBridge EarlyReading Assessments Kindergarten Readiness Assessment, and the MyIGDIs Assessment all focus on assessing students' knowledge on their foundational literacy skills and letter/word recognition skills. These assessments are administered in PreK-1st grades to help make instructional decisions more targeted and intentional. The other grade levels take the iReady Inform Assessment and grade levels 3-5 also take the district-made common assessments that align with the pacing of the CKLA units. The data that will be collected from these assessments will be analyzed during PLCs to determine which types of interventions need to be made and how Tier 1 instruction needs to be adjusted to help meet the needs of all students.

In regards to instruction, PreK follows the units of learning that are embedded in the Creative Curriculum. The thematic units that are addressed in this curriculum align with the early learning standards that focus on foundational literacy skills. Kindergarten through 5th grade conduct their reading instruction using the CKLA curriculum. The curriculum was created based on elements of the science of reading and the lessons are structured into themes that address specific standards and skills. The thematic units in this curriculum really focus on building upon one another to help students keep progressing in Scarborough's Reading Rope to lead into reading comprehension. Specifically, in grades K-2, the curriculum breaks up the ELA lessons into two components (Skills and Knowledge). The Skills component of the curriculum provides students with explicit phonics-based instruction, explicitly taught skills-based instruction, and opportunities to practice text dependent writing skills. The phonics-based instruction is also intertwined with the Heggerty program which is used to

reinforce the phonics skills that are addressed in the Skills component of the CKLA curriculum. In grades 3-5, the CKLA curriculum combines the Knowledge and Skills components that are addressed in the earlier grades to encourage more application based learning. Students receive the background knowledge they need to comprehend grade level texts while also applying specific reading skills to help them complete various comprehension tasks. Essentially, the curriculum goes along with Scarborough's Reading Rope by building students' phonological awareness to help with independent reading 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.

The majority of the assessments and screeners are completed three times a year to monitor all of our students' progress in their reading and writing skills. Based on the data collected from these assessments, students will be organized into critical, strategic, or priority lists. These lists will be examined during our MTSS meetings and PLC meetings to discuss what types of interventions need to be put in place to make all of the students on these lists successful. Interventions can be implemented within Tier 1 instruction, but some may be redirected to receiving Tier 2 or Tier 3 intervention services from a classified or certified reading interventionist. If more data needs to be collected, our reading interventionists may have to conduct more assessments on these students to see what their strengths, misconceptions, and learning needs are. These assessments will be the FastBridge earlyReading screener and the SpireUp screener. Both will assist the interventionists in discovering what level or stage of learning each student is on to help meet their needs, whether they be more comprehension based or phonological based.

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.

Parents are provided with continuous support and information to help their students at home to become better readers and writers. Parents are provided with student work every week in their child's Wednesday folder. This folder not only provides parents with more information on how their child is performing in the classroom, but it also can house important documents that supply parents with resources to use with their child at home. For example, when the iReady Inform Assessments are completed, a data report is sent home in each Wednesday folder. This data report gives parents a better understanding of how their child is performing in particular areas of reading and writing instruction. These reports can also give parents activities and/or resources that parents can print off and use to assist their child at home. The Read to Succeed letter, that has been sent home to parents of K-3 students, has information for the parents to read so they are aware of the resources that are available to them to ensure that their child learns to read on grade level.

There will also be an Academic Night at Oakland Elementary School this year. This Academic Night will occur in the spring semester and will serve as a great opportunity for parents to see the resources that are available to them in the community to help their children read and write at home. Our Open House Night that occurs in the fall semester of school serves as another opportunity for parents to gain the understanding they need to help their children in their academics. During this night, our teachers present information about the curriculums that are being used in our school as well as the standards that are being addressed in particular sections of the school year.

Lastly, there are data conferences that are held in the fall semester of the school year. These data conferences give parents an opportunity to meet with their child's teacher to discuss their child's academic progress in all subjects, including reading. Parents are also given more detailed reports on their child's performances on particular assessments and what activities can be done at home to help their child continue to progress in the reading skills.

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.

Students are monitored on their reading achievement and growth with the use of district wide assessments. These district assessments are known as the Common Assessment. Grades 3-5 take 2 assessments each year that are taken between the iReady assessments that are taken in the fall, winter, and spring of each academic year. These assessments can be viewed as the students' benchmarks for learning. They allow teachers to see which standards have been mastered by certain students and which standards have not been mastered yet. This can help teachers modify their instruction to help meet the needs of the students. Not only are these common assessments used to drive instruction, but iReady Inform results, lesson completion, and lesson passing rates also help teachers, administrators, and interventionists monitor achievement and growth within the classroom.

If a student is not making the progress he/she needs to be making, then the student may be discussed during our MTSS meeting. This meeting will be a time where the student's data can be analyzed and a decision can be made on the type of intervention that needs to occur to help the student become successful. The decision could be continuing Tier 1 instruction or venturing into higher level tier instruction. The teacher may need to implement Tier 2 instruction. This would be provided by the teacher while utilizing iReady resources or curriculum based resources in a small group setting, specifically during their grade-level's WIN (What I Need) time. A decision may be made where the student may need to move into Tier 3 instruction. This would be represented by a "pull out" model provided by the reading interventionists at our school.

If the student is already in intervention or is going to receive this Tier 3 instruction due to their performance on particular assessments, the interventionists will use their own curriculum to help monitor the student's progress. The two programs that our reading interventionists are using are SpireUp and the 95% Comprehension program. These two programs have built in sessions for progress monitoring. They also use FastBridge assessments to assist with progress monitoring in regards to fluency and phonemic awareness. The outcomes that were made during progress monitoring are discussed during our MTSS meetings to make decisions on if certain students should continue with their intervention services or be exited from the program.

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.

The school provides teacher training through PD sessions on CKLA that are administered by our curriculum specialists. These PD sessions are typically provided to teachers during the beginning of the year. Along with these PD sessions, the majority of our teachers have gone through LETRS (Language Essentials for Teachers of Reading and Spelling) training which involves teachers gaining more knowledge on Scarborough's Reading Rope which helps them understand the different components that make reading comprehension attainable for their students.

There is also ongoing training incorporated into our PLC (Professional Learning Community) meetings. These meetings hold value in helping teachers learn strategies to help support the skills they are teaching to their students in all the elementary school grade levels.

Section G: Analysis of Data

Strengths	Possibilities for Growth
● 74.2% of third graders met or exceeded on the SC Ready assessment in the spring of 2026. ● 63% of all students made a year's growth in the 2025-2026 school year (61% of students in 2nd through 4th met half).	● 11% of the the third grade students scored three grade levels or more on the iReady Inform Reading Assessment ● 48% of our first grade students are at "some risk" or "high risk" based on their results on the FastBridge earlyReading assessment.

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
Previous Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 71.4 % to 73.4 % in the spring of 202.	- We met this goal by achieving 74.2% of our third grade students scoring Meets or Exceeds in the spring of 2026 on the SC READY assessment.

Previous Goal #2: Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 66.2 % to 68.9 % in the spring of 2025.	- We met this goal by achieving 74.2% of our third grade students scoring Meets or Exceeds in the spring of 2026 on the SC READY assessment.
Previous Goal #3:	

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
Current Goal #1 (Third Grade Goal): The percentage of third grade students scoring meets or exceeds on SC Ready Reading will increase from 74.20% to 75.5% in the spring of 2027.	● Monitoring iReady lesson pacing and passing rates ● Adjusting iReady pathways when needed ● Administered iReady Inform Assessments and using the data to assist with upcoming instruction

	• Implementation of WIN time to make small group instruction a priority for targeted instruction • Reading intervention services being provided by a certified reading interventionist to the students who performed under the 30th percentile on their iReady Inform Reading Assessment in the fall • Monthly MTSS meetings to monitor/discuss progress of our intervention services • Implementing the Science of Reading strategies within ELA instruction by using the district adopted curriculum (CKLA) • Utilizing district made common assessments as progress monitoring • Require attendance by teachers at weekly PLCs to learn teaching strategies to accommodate students' needs and to complete data analysis on particular teaching points
Current Goal #2: The percentage of students in grades 3-5 scoring meets or exceeds on SC Ready Reading will increase from 78.5% to 80.5% in the spring of 2027. This is a stretch goal.	• Monitoring iReady lesson pacing and passing rates • Adjusting iReady pathways when needed • Administered iReady Inform Assessments and using the data to assist with upcoming instruction • Implementation of WIN time to make small group instruction a priority for targeted instruction • Reading intervention services being provided by a certified reading interventionist to the students who performed under the 30th percentile on their iReady Inform Reading Assessment in the fall

	• Monthly MTSS meetings to monitor/discuss progress of our intervention services • Implementing the Science of Reading strategies within ELA instruction by using the district adopted curriculum (CKLA) • Utilizing district made common assessments as progress monitoring • Utilizing FastBridge to assist with progress monitoring in fluency, understanding concepts of print, phonemic awareness, and phonological awareness • Incorporating Heggerty lessons within kindergarten and first grade phonic instruction • Require attendance by teachers at weekly PLCs to learn teaching strategies to accommodate students' needs and to complete data analysis on particular teaching points • Implementing supplemental phonics lessons using University of Florida Literacy Institute (UFLI) foundation lessons in K-2 grade levels
Current Goal #3: 56% of students in second grade will meet their typical growth goal on the final iReady Inform Assessment.	• Require attendance by teachers at weekly PLCs to learn teaching strategies to accommodate students' needs and to complete data analysis on particular teaching points • Implementing the Science of Reading strategies within ELA instruction by using the district adopted curriculum (CKLA) • Monthly MTSS meetings to monitor/discuss progress of our intervention services • Monitoring iReady lesson pacing and passing rates

	• Adjusting iReady pathways when needed • Administered iReady Inform Assessments and using the data to assist with upcoming instruction • Implementation of WIN time to make small group instruction a priority for targeted instruction • Reading intervention services being provided by a certified reading interventionist to the students who performed under the 30th percentile on their iReady Inform Reading Assessment in the fall