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? 0**
- **How many teachers in your school have completed Volumes 1 and 2 of LETRS? 19**
- **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? 5**
- **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? 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.

Our teachers use Heggerty, a phonological awareness curriculum, from PreK through 2nd grade. Our iReady data in grades K-3 shows that 84% of our students ended the 2025-2026 school year on grade level in the area of phonological awareness, so we will continue with its use. Our Amplify CKLA curriculum includes daily opportunities for students to practice oral language skills, specifically experiences that require students to collaborate with others and practice active listening skills as described in the 2024 SC CCR ELA Standards. As an Arts Integrated school, we also have an active theater program where our Pre-K through 5th graders have many opportunities to practice and meet grade-level oral communication standards. Phonics is assessed through FastBridge universally in grades K and 1. Kindergarten through 5th grade students are also assessed for phonics skills with iReady Diagnostic Assessments 3 times per year. Phonics is taught in grades K-2 using the Amplify CKLA phonics curriculum that also includes assessments to determine student strengths and weaknesses in phonics so that those weaknesses may be addressed in small group instruction. At the end of 2025-2026, 67% of our K-5 students met on-grade level expectations in phonics according to iReady. We are hopeful that our change in curriculum and LETRS training will help us provide stronger phonics instruction. Vocabulary, fluency, and comprehension are also assessed through iReady. In addition, fluency is assessed with FastBridge in 1st-5th grade. Instruction is provided for these domains using the Amplify CKLA Curriculum. Vocabulary and comprehension are addressed in all content areas, including math, science, and social studies, as well as in Academic Arts classes, including theater, music, and visual art. Students participate in the Accelerated Reader program that builds fluency and comprehension skills through daily reading practice. Teacher teams and coaches

meet weekly to analyze formative assessments of grade-level English/Language arts standards and plan small group instruction for those students who need to be retaught.

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.

Word Recognition includes phonological awareness, phonics, and sight word recognition. Kindergarten and first grade students were assessed through FastBridge and Amplify CKLA Skills assessments for word recognition at the start of the school year. Teachers use Amplify CKLA Skills Units to teach grade-level phonics skills. Teachers and coaches address Word Recognition often in Data-Driven Instruction meetings where the team analyzes formative assessment data and plans small group reteaching of phonemic awareness, phonics, and sight word skills not mastered by specific students. K-2 teachers teach the sight words from the Dolch word list. Intervention teachers include sight word instruction in their small groups if assessment data shows that they have not mastered these words. Phonemic awareness is addressed in CKLA Skills Units, but not at the level that our at-risk students need, so we also provide phonemic awareness instruction through the use of Heggerty daily, a 10-minute lesson that delivers explicit instruction in critical phonemic awareness and early literacy skills.

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.

Students in Kindergarten and 1st grade are universally screened with the FastBridge earlyReading Assessment. Based on iReady Fall Diagnostic data, 2nd-5th grade students performing below the 10th percentile are assessed with FastBridge earlyReading and fluency probes. If space is available, students below the 30% are added to the interventionist schedule. The data is compiled and students who demonstrate they have not reached grade-level proficiency are placed into reading intervention. Interventionists use Spire Up (Letters and Sounds) for their kindergarten students, and they gradually move to Spire Up. Students in 1st through 5th grade who show a weakness in word recognition skills are instructed by reading interventionists using Spire Up, a program that addresses phonemic awareness, phonics, and sight word knowledge. Students with deficits in Language Comprehension are instructed by reading interventionists using Magnetic Reading, a program that addresses fluency, vocabulary, and comprehension skills.

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 invited to Family Data Conferences in the first quarter of the school year and as needed. At that conference, the teacher shares fall data and explains the student's strengths and weaknesses based on that data and observations of classwork so far. The teacher shares how he/she will address the weaknesses in class and what the parent can do at home to support the student as a reader and writer at home. Students are given nightly reading assignments and parents are asked to support students with these assignments along with a Homework Buddy that contains many resources families can use at home to practice literacy skills. Families are invited to Family Reading Night events where they participate in reading activities with their students and they are given resources they can use to support their children at home. Literacy Intervention students' parents are invited to observe their child's intervention lesson and interventionists provide resources for parents to support their scholars 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.

iReady Reading Diagnostics are administered 3 times each school year to all students in grades K-5 to monitor reading achievement and growth. Teachers meet with Administration and Instructional Coaches to analyze data, identify school and class strengths and weaknesses, create small groups based on needs, and plan for targeted instruction. Plans are made for students who are not making enough progress toward typical growth goals, or stretch growth goals for students performing below grade level. Students scoring below the 10th percentile are provided with intervention services based on their deficits. If space is available students below the 30% are added to the interventionist schedule. Students are progress monitored using FastBridge earlyReading and fluency probes weekly. Our Literacy Team (consisting of the Principal, Instructional Specialist, Reading Coach, and all Reading Interventionists) meets monthly to review this data. Students not making expected progress toward grade-level proficiency are discussed and decisions are made about their group sizes and/or intervention programs. If a student still doesn't make progress in the 6-8 weeks following this phase change,

the MTSS Lead Team will discuss the student and an Individual Problem Solving meeting may be scheduled to decide if a learning disability is suspected.

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.

All Pre-K through 3rd grade classroom teachers, K-5 reading interventionists, and K-5 Special Education teachers are required to complete 2 years of LETRS training based on the Science of Reading, structured literacy, and foundational literacy skills to support all students in Pre-K through 5th grade. This year, two of our 4th grade teachers enrolled in Volume 1 of LETRS. All teachers participate in district provided literacy professional development and school-based Professional Development planned based on literacy assessment data. For instance, when vocabulary was determined to be a school-wide weakness, professional development was provided to all teachers to strengthen vocabulary instruction. When first grade teachers identified sight word reading as a weakness, they were provided with quarterly professional development and materials to strengthen their sight word instruction. Second grade identified fluency as a weakness in the spring, so professional development and materials were provided to strengthen fluency for that grade level. Schoolwide, writing conventions was identified as a weakness based on quarterly writing benchmark assessments. Teachers were provided with quarterly professional development, materials, and rubrics to improve this standards-based skill. In all of these cases, data was collected quarterly, it was analyzed, and adjustments were made to instruction based on the results.

Section G: Analysis of Data

Strengths	Possibilities for Growth
● 46% of our 3rd graders met or exceeded - ELA SC Ready ● 48.3% of 3rd - 5th graders met or exceeded on ELA SCReady 2026 ● 56 % of our scholars in grades K-5th scored on grade level or above on iReady	We've made tremendous progress in reading for grades 3-5, but we still have room for growth. ● There's 50% of our third graders that need to get to meet/exceed. ● Approximately 50% of our 3rd - 5th graders need to get to perform at meet/exceed. ● We have 50% of our scholars that still need to perform on or above grade level in iReady Reading.

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 from 44% to 48% or greater in the spring of 2026 as determined by SC READY - ELA.	In the Spring of 2026, 46%of our 3rd graders scored Meets and Exceeds on SCReady ELA. (score increased but goal not met)
Previous Goal #2: Increase the percentage of 3rd - 5th graders scoring Meets and Exceeds from 45.6 to 49.6% or greater in Spring of 2026, as determined by SCReady, ELA or greater.	In the Spring of 2026, 48.3% of our 3rd-5th graders scored meets or exceeds on SCReady ELA. (score increased but goal not met)
Previous Goal #3: By Spring 2026, Increase the percentage of K-5th grade students scoring on grade or above grade level from 60% to 64 % or greater on the iReady ELA Diagnostic.	In Spring of 2026, 56% of K -5th graders scored on-grade level or above on the iReady ELA diagnostic. (goal not met)

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2026-2027

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): Increase the percentage of third graders scoring Meets and Exceeds from 46% to 51% or greater in the spring of 2027 as determined by SC READY - ELA.	Follow CCSD protocol for 3rd grade literacy intervention and documentation procedures including MTSS Strategic classroom schedules to ensure students receive literacy instruction from classroom teachers and interventionists. Teachers provide explicit direct instruction for students based on data. Teachers effectively implement Amplify CKLA curriculum with assistance from instructional coaches. Implementation of AR program to track reading practice and student conferencing. We will also have our interventionists pushing into the classrooms with our third grade scholars during their AR reading time to help with comprehension. SPED, GT, and intervention teachers participate with classroom teachers in weekly DDI meetings.

	Continue LETRS training for new teachers. Use Grow to schedule observations and provide feedback and support on data based small group instruction and Tier 1 whole class instruction. This includes SPED and GT teachers. Provide Blended Coaching strategies to improve literacy instruction in all classrooms.
<u>Current Goal #2:</u> Increase the percentage of 3rd - 5th graders scoring Meets and Exceeds from 48.3 to 53.3% or greater in Spring of 2027, as determined by SCReady, ELA.	Teachers will attend ongoing professional development in Amplify CKLA. Analyze data and use results for planning rigorous grade-level standards-based lessons with high cognitive student engagement during weekly DDI, PLC, and quarterly planning sessions. Use Grow to document weekly classroom observations and provide feedback to teachers as well as to help plan follow up DDI/PLC meetings and coaching cycles. Identify Tier 2 and 3 students in grade K-5 using Fall Reading data and FastBridge data to provide appropriate reading intervention services. Track iReady growth through data chats and use iReady resources (Teacher Toolbox, Standards-Mastery) AR program to track reading practice and use data to conference with students. Continue LETRS training for new teachers and fourth grade teachers.

	Monitor observation feedback and reteach lessons planned in DDI meetings to ensure follow through and effective execution of reteach plans - including SPED and GT teachers. Coaches will provide feedback and support to teachers.
<u>Current Goal #3:</u> By Spring 2027, Increase the percentage of K-5th grade students scoring on grade or above grade level from 56% to 61 % or greater on the iReady ELA Diagnostic.	Ensure all students receive high-quality standards-based instruction that includes grade-level reading (CKLA Curriculum), independent level through independent reading, and well-planned small group instruction. Implement Amplify CKLA program and AR program effectively. Provide close reading opportunities of challenging texts weekly in grades 3-5, utilizing the SC Standards and reading strategies through the CKLA curriculum. Weekly iReady and AR data chats with students. During PLCs and DDI meetings, do frequent analysis of formative assessments on targeted groups to ensure effective instructional strategies. Coaches will provide support and feedback to teachers. Use Grow to document weekly classroom observations and processes and provide feedback to teachers; including SPED and GT teachers. Monitor observation feedback and reteach lessons planned in DDI meetings to ensure follow through and effective execution of reteach plans - including SPED and GT teachers.