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? 22
- How many teachers in your school are beginning Volume 1 of LETRS this year? 2
- How many teachers in your school are beginning Volume 2 of LETRS this year? 9
- How many CERDEP PreK teachers in your school have completed EC LETRS? 0
- 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.

Through the integration of Heggerty, CKLA (Amplify), and myIGDIs, Springfield Elementary provides a comprehensive, evidence-based literacy framework that ensures students systematically develop oral language, foundational skills, and higher-level comprehension abilities. This alignment supports all learners—including those who are multilingual, have reading difficulties, or need enrichment—in meeting or exceeding grade-level ELA standards and create a foundation for a SC College and Career ready graduate.

Oral language development is seen throughout all 3 curricula. CKLA Knowledge Strand promotes rich discussions through listening and speaking activities, story retells, and teacher-guided questioning, allowing students to develop expressive and receptive language. Heggerty lessons incorporate oral call-and-response routines that strengthen auditory discrimination and verbal interaction. myIGDIs Oral Language assessments provide teachers with data on vocabulary usage, sentence structure, and expressive language, which inform small group and individualized instruction.

For phonological awareness, Heggerty Phonological and Phonemic Awareness Curriculum is implemented daily in Pre-K through Grade 5. It provides systematic, explicit instruction in skills such as rhyming, segmenting, blending, and manipulating sounds. Assessment data from myIGDIs Early Literacy subtests (Rhyming, Alliteration, Sound Identification) are used to monitor progress and identify students in need of targeted interventions. CKLA Skills Strand reinforces these auditory skills as students transition to connecting sounds with letters.

In reference to comprehension and vocabulary, CKLA integrates comprehension instruction across both the Knowledge and Skills strands. Students engage in predicting, questioning, summarizing, and identifying main ideas and key details through oral and written responses with robust,

content-rich vocabulary instruction. myIGDIs Picture Naming assessments and classroom observations help teachers monitor vocabulary growth, especially for multilingual learners.

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.

Through the integration of Heggerty, CKLA (Amplify), and myIGDIs, Springfield Elementary ensures a systematic, cumulative, and explicit approach to word recognition instruction for all students in PreK–5. This alignment to the Science of Reading and Structured Literacy principles provides a strong foundation in phonological awareness, phonics, decoding, spelling, and automatic word recognition, ensuring that all students are prepared to read fluently and comprehend grade-level texts successfully.
Springfield's approach to Word Recognition in grades PreK–5 is grounded in the Science of Reading and implemented through a Structured Literacy framework that emphasizes explicit, systematic, and sequential instruction in phonological awareness, phonics, and word analysis. Using Heggerty, CKLA (Amplify), and myIGDIs, all components of foundational literacy—print concepts, phonological and phonemic awareness, phonics, decoding, encoding (spelling), and automatic word recognition. Additionally, Heggerty and myIGDIs serve as the cornerstone programs for developing phonological awareness in PreK–K classrooms.

- Heggerty Daily Lessons provide explicit, oral practice in rhyming, alliteration, blending, segmenting, and manipulating sounds, directly supporting the *phonological awareness* component of word recognition.
- myIGDIs Early Literacy Assessments (Rhyming, Alliteration, Sound Identification) identify students' early phonological strengths and needs, guiding differentiated instruction and early interventions.
- CKLA Skills Strand (PreK–K) bridges oral sound work to print, introducing letters, sounds, and beginning decoding through systematic phonics and decodable text routines.

Together, these programs ensure that PreK–K students develop strong auditory and alphabetic foundations essential for word recognition.

In grades 1–2, CKLA Skills Strand provides a comprehensive, structured literacy approach aligned with the Science of Reading.

- Instruction explicitly teaches sound-spelling patterns, syllable types, decodable word practice, and encoding through dictation and spelling.
- Students practice decoding in decodable readers that reinforce previously taught phonics patterns.
- Teachers use CKLA unit assessments, and running records to track mastery and automatic word recognition.

- Students needing additional support receive targeted Heggerty intervention routines or small-group phonics reteaching based on diagnostic data.

In grades 3-5 the focus shifts to fluency and comprehension however word recognition continues to be reinforced through:

- CKLA Grade 3–5 Skills and Language Components, which extend decoding instruction to multisyllabic words, morphology, and word analysis (prefixes, suffixes, roots).
- Teachers model morphological decoding strategies to build efficiency in reading complex academic vocabulary.
- Ongoing fluency assessments and CKLA comprehension checks ensure students have achieved automaticity and can focus on meaning.
- Intervention supports leverage earlier Heggerty routines and CKLA remediation lessons for students needing reinforcement in foundational phonics.

The district uses myIGDIs and iReady as the primary data sources to guide reading instruction:

- myIGDIs: Administered multiple times per year to screen and progress monitor phonological awareness and early literacy skills.
- CKLA Skills Strand Assessments: Provide unit-by-unit data on letter-sound knowledge, decoding, encoding, and fluency.
- iReady assessments: Given 3 times per year to assess standards mastery.
- Teachers and literacy coaches analyze data collaboratively to adjust small-group instruction and identify students needing intervention or enrichment.
- These assessments ensure that instruction remains responsive, evidence-based, and aligned to each student's literacy profile.

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.

By leveraging the strengths of i-Ready**,** FastBridge**,** myIGDIs**,** and CKLA**,** Springfield Elementary has created a unified, data-driven literacy system that identifies needs early, targets instruction effectively, and monitors progress continuously. Every student receives instruction tailored to their reading profile—whether focused on building word recognition skills or strengthening language comprehension—ensuring equitable access to high-quality literacy instruction and long-term reading success.

Universal Screening and Ongoing Progress Monitoring

Beginning in Pre-Kindergarten, the school uses myIGDIs (Individual Growth and Development Indicators) to measure early literacy skills three times per year. These assessments capture students' development in oral language, picture naming, rhyming, and sound identification—skills that form the foundation of reading success. The data provide an early snapshot of phonological and vocabulary growth, allowing teachers to identify students who may be at risk for reading difficulties even before formal reading instruction begins. The results are then used to guide small-group instruction and early interventions, such as Heggerty phonological awareness routines and Creative Curriculum Skills lessons.

In Kindergarten through Grade 5, Springfield Elementary administers i-Ready Reading three times annually, per district guidelines, to evaluate students' progress in essential reading domains. This assessment helps determine whether students are performing at grade level and flag those who fall below benchmark thresholds. Students identified as at risk are given additional diagnostic assessments, FastBridge, to determine whether their primary challenges stem from Word Recognition (difficulties in phonological processing or decoding) or Language Comprehension (difficulties in vocabulary, background knowledge, or understanding text). For students receiving interventions, progress is monitored every week to ensure growth and adjust instruction as needed.

Diagnostic Assessment and Pathway Determination

Once a student is identified as at risk, teachers and interventionists review diagnostic data to determine the specific area of need and match the student to an appropriate instructional pathway.

Students who demonstrate weaknesses in phonemic awareness, decoding, or fluency are placed on the Word Recognition Pathway. This pathway follows the principles of Structured Literacy, emphasizing explicit, systematic instruction in foundational reading skills. Teachers use diagnostic tools such as i-Ready Phonics and CBM Reading subtests, and Fastbridge assessments to identify precise skill gaps. For early learners, Heggerty's Phonological Awareness subtests provide additional insights. Interventions focus on strengthening phonological and phonemic awareness through explicit phonics instruction using Spire, Sound Sensible, and Magnetic reading intervention curricula. Student progress is measured frequently through FastBridge CBM probes ensuring that mastery is achieved before advancing.

Students who demonstrate adequate decoding skills but continue to struggle with making meaning from text follow the Language Comprehension Pathway. Diagnostic data from i-Ready Vocabulary and Comprehension Diagnostics and CKLA Knowledge Strand assessments help identify comprehension barriers. Interventions in this pathway emphasize vocabulary growth, background knowledge development, and comprehension strategy instruction. Teachers engage students in oral language discussions, model thinking processes such as determining main ideas and making

inferences and scaffold the reading of complex texts. Progress is tracked using i-Ready strand reports and CKLA Knowledge comprehension checks to ensure that students are building understanding and academic language over time.

Tiered Response and Instructional Alignment

All of these assessments and instructional pathways are integrated into Springfield's Multi-Tiered System of Supports (MTSS).

- Tier 1 provides high-quality, evidence-based core instruction for all students using the CKLA Skills and Knowledge Strands, with differentiation supported by data from myIGDIs, i-Ready.
- Tier 2 offers targeted interventions for students identified through diagnostic data as needing additional support in Word Recognition or Language Comprehension. These interventions may include Heggerty, small-group CKLA lessons, or vocabulary and comprehension enrichment activities.
- Tier 3 provides intensive, individualized intervention based on diagnostic findings, including high-frequency phonics, sound sensible and spire, instruction or focused comprehension support, along with ongoing progress monitoring through FastBridge CBM and CKLA Unit assessments.

This tiered approach ensures that instruction is cumulative, connected, and responsive to students' demonstrated needs.

Data Review and Instructional Decision-Making

Grade-level data teams meet after each benchmark assessment window to analyze universal screening and diagnostic data. During these collaborative meetings, teachers identify students requiring additional support, review growth trends, and determine whether a student's needs align with the Word Recognition or Language Comprehension pathway. For students in Tiers 2 and 3, progress is monitored weekly and instructional plans are adjusted based on data trends and student performance. During PLC meetings, teacher teams participate in Weekly Planning or Weekly Data Meetings to anticipate and plan for gaps, look at data, and plan for reteach and extension.

Importantly, CKLA serves as the unifying thread between core instruction and intervention, ensuring that phonics, vocabulary, and comprehension skills build cumulatively rather than being taught in isolation. This seamless alignment between curriculum and assessment promotes a cohesive literacy experience for all students, ensuring consistency in instructional language, routines, and expectations.

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.

Teachers provide multiple and ongoing opportunities for parents to become active partners in their child's literacy development. Springfield has established a systematic approach to family engagement that helps parents understand how they can effectively support reading and writing at home.

Throughout the year, family literacy activities are embedded within PTA meetings and classroom events where teachers model reading strategies, demonstrate phonological awareness games, and share ways families can support vocabulary and comprehension through daily conversation and reading routines. During these sessions, parents receive hands-on practice with strategies aligned to classroom instruction—such as segmenting and blending sounds, discussing story elements, and encouraging writing through drawing and journaling.

Springfield also hosts Family Data Conferences, where teachers meet individually with parents to review student performance on universal screeners such as i-Ready, FastBridge, and myIGDIs, as well as classroom assessments from CKLA. Teachers explain each child's strengths and areas for growth in reading and writing, clarify grade-level expectations, and provide parents with specific, easy-to-implement strategies for home practice. This ensures that families understand not only *how* their child is performing, but also *what actions* they can take at home to reinforce progress.

To maintain consistent communication, teachers send home monthly newsletters and talking points messages aligned with current classroom learning. These resources include activities such as phonics practice with spelling patterns, read-aloud question prompts, vocabulary games, and writing extensions that mirror CKLA units. Digital platforms such as Ready Rosie are used to share videos, and examples of effective reading strategies and other resources that families can replicate at home with PreK students.

Springfield's overall system for family engagement is grounded in the belief that parents are essential partners in literacy success. By offering ongoing education, clear communication, and accessible materials, the school ensures that every family—regardless of background or literacy level—has the knowledge, confidence, and tools to support their child as a developing reader and writer.

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.

Springfield's system for monitoring reading achievement is comprehensive, ongoing, and collaborative. Through consistent data collection, analysis, and review—supported by FastBridge, i-Ready, myIGDIs, and CKLA—teachers and leaders ensure that all students are on a clear pathway toward grade-level proficiency in reading. This structured approach allows for early identification of needs, precise intervention, and sustained literacy growth for every student.

Teachers work collaboratively in grade-level and intervention teams to collect, review, and analyze data from universal screeners, diagnostic tools, and classroom assessments. These data sources include i-Ready, FastBridge, myIGDIs, and CKLA benchmark assessments. Using this information, teachers make informed instructional decisions for both groups of students and individual learners. Teams develop action plans that identify specific instructional goals, intervention strategies, and success criteria. Each plan includes steps for ongoing monitoring, ensuring that teachers can measure both the fidelity of implementation and student outcomes over time.

Progress monitoring is a central component of this process. Teachers conduct weekly progress monitoring for students who are receiving targeted reading interventions or who have been identified as "students of concern." Using FastBridge Curriculum-Based Measures (CBMs) and Nonsense words, teachers track student progress toward individual reading goals. This frequent monitoring allows for timely instructional adjustments—such as regrouping students, intensifying interventions, or celebrating progress when mastery is achieved.

To ensure that instructional decisions are consistent and data-informed across grade levels, Springfield holds monthly Literacy Wellness Checks. During these meetings, teachers, interventionists, instructional coaches, and administrators review progress monitoring data, universal screener results, and classroom performance indicators. The team evaluates trends at both the classroom and school level to determine overall literacy growth, identify students who may need additional intervention, and assess the effectiveness of instructional programs. The team uses data from the trend lines on the selected FastBridge progress monitoring tool to determine when students should enter, exit, intensify, or reduce intervention services. This, along with formative and common assessments, helps to determine intervention services for students on a case by case manner.

For PreK students, teachers use myIGDIs data to monitor early literacy development in phonological awareness, oral language, and vocabulary. These early indicators help staff provide targeted supports before formal reading instruction begins. In grades K–5, universal screeners such as FastBridge and i-Ready provide benchmark data three times per year, offering insight into each student's progress toward grade-level reading proficiency. Students identified as below benchmark are further assessed using FastBridge diagnostic subtests to determine whether their needs are rooted in Word Recognition or Language Comprehension.

Decisions about intervention placement, instructional focus, and movement between tiers of support are made through the school's Multi-Tiered System of Supports (MTSS). Tier 1 instruction, guided by CKLA, ensures a strong core for all students. Students requiring additional help receive Tier 2 targeted small-group instruction, and those with persistent reading difficulties receive Tier 3 intensive intervention, monitored closely for growth.

At the school level, administrators and the literacy leadership team aggregate data from all grade levels to track overall reading achievement trends and growth across cohorts and subgroups. This data informs school improvement planning, professional development priorities, and resource allocation. Patterns in achievement and growth are reviewed monthly to ensure that interventions are yielding positive outcomes and that instructional practices align with the Science of Reading.

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.

Springfield Elementary is committed to ensuring all PreK–5 educators are equipped to teach reading through practices grounded in the Science of Reading and Structured Literacy. Professional learning is ongoing, job-embedded, and aligned with district and schoolwide literacy goals and student data.

Teachers engage in coaching cycles with the school literacy coach to strengthen implementation of CKLA, Heggerty, and other structured literacy practices. These cycles include lesson modeling, co-teaching, and feedback sessions focused on phonological awareness, decoding, vocabulary, and comprehension. Weekly collaborative planning sessions during PLCs allow teachers to analyze student data from FastBridge, i-Ready, and CKLA to plan targeted instruction and intervention.

Through peer observations and learning walks, teachers observe and reflect on effective literacy instruction, sharing best practices across grade levels. Data Days throughout the year provide deeper opportunities to examine benchmark and progress monitoring data, identify trends, and adjust instruction for students needing additional support.

Administrators also participate in professional learning that strengthens literacy leadership. They collaborate with the literacy coach, participate in book studies such as *Get Better Faster*, and complete LETRS training to deepen their understanding of reading science and structured literacy. Some administrators pursue advanced literacy credentials through Winthrop University and USC Aiken, ensuring consistent, research-based leadership across the school.

Together, these professional learning structures create a cohesive system where teachers and leaders continuously refine their practice based on data and research. This ensures that every student receives explicit, systematic instruction in foundational literacy skills, leading to strong reading growth and grade-level proficiency. Administrators and learning coaches use the Get Better Faster Scope and Sequence when they conduct walkthroughs to observe whether professional learning is improving teachers' implementation of the science of reading, structured literacy and foundational literacy practices in the classroom. Evidence is also collected during weekly planning and data meetings as teachers dive deeper into ELA standards and lessons. Teachers also assess student work in order identify gaps and plan remediation. Professional development is embedded in our PLC protocols and is responsive to our student and teacher needs.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• Teachers implemented research-based tier 1 instruction school wide. • Teachers monitored student progress through PLC discussions about student work. • SOR PD is available to teachers through LETRS	• Improve tier 2 instruction, in the areas of, reading and comprehending informational text, as identified by the SC Ready reading portion. • Increase efforts to improve family literacy at home through parent communication, access to text digitally and in print, family nights where literacy activities and resources are available.

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).

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Goals	Progress
Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from_65% to 70% in the spring of 2026.	Third Grade Results: We increased the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 52.6% to %53.8% in the spring of 2026. This data does not match the goal from the previous Reading Plan.
Current Goal #2: Increase the percentage of Multilingual Learners scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from_26.6% to 29% in the spring of 2026.	Third Grade Results: We increased the percentage of Multilingual Learners scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from_26.6% to 33.3% in the spring of 2026.
Previous Goal #3:	

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

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- 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
Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 53.8% to 56.1% in the spring of 2026.	• Schoolwide use of systematic phonics and phonological awareness programs with fidelity. • Use of the MTSS process for targeted intervention goals for students receiving Tier 3 instruction with weekly progress monitoring. • Analyzing iReady data (diagnostic results, personalized instructional summary, historical data results) to determine tier 2 intervention and reteach lessons to prioritize in small groups. • Grade level wide use of UFLI Foundations for tier 2 intervention.

Current Goal #2: Increase the percentage of second graders scoring on or above grade level in the phonics band in iReady from 24% in Fall 2026 to 60% in Spring 2027.	• Schoolwide use of systematic phonics and phonological awareness programs with fidelity. • Analyzing iReady data (diagnostic results, personalized instructional summary, historical data results) to determine tier 2 intervention and reteach lessons to prioritize in small groups. • Grade level wide use of UFLI Foundations for tier 2 intervention. • Targeted reading intervention for identified students with classroom teachers, reading interventionists, and Tutored by Teachers.
Current Goal #3: Increase the percentage of first graders scoring on or above grade level in the phonics band in iReady from 18% in Fall 2026 to 60% in Spring 2027.	• Schoolwide use of systematic phonics and phonological awareness programs with fidelity. • Analyzing iReady data (diagnostic results, personalized instructional summary, historical data results) to determine tier 2 intervention and reteach lessons to prioritize in small groups. • Targeted reading intervention for identified students with classroom teachers, reading interventionists, and Tutored by Teachers.