

**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? 14
- 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 and CERDEP Teaching Assistants in your school have completed EC LETRS? 1
- 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-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 school implements Amplify CKLA as the English Language Arts (ELA) curriculum for all Kindergarten through 5th grade students. Amplify CKLA is a research-based curriculum that aligns to the Science of Reading. 120 minutes of daily ELA instruction in Kindergarten, 1st grade, and 2nd grade classrooms are divided into two parts: 60 minutes of reading and writing instruction, focusing on the Applications of Reading and Communication standards, and 60 minutes of foundations of reading standards instruction. Additionally, PreK-2nd grade students receive 10-15 minutes of daily phonological awareness instruction, using the Heggerty curriculum. 120 minutes of daily ELA instruction in 3rd-5th grades uses an approach blending Applications of Reading, Communication, and Research standards. Assessments embedded in Amplify CKLA yield information regarding students' mastery of oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

Students in Kindergarten through 5th grade take the i-Ready Inform assessment three times per year. These assessments provide detailed school, class, and student data regarding achievement and growth in the domains of phonological awareness, phonics, vocabulary, comprehension of literary texts, and comprehension of informational texts. Based on their Inform performance, students participate in an individualized learning pathway that is tailored to their specific needs; students are expected to complete two lessons and 30-49 minutes of i-Ready Reading instruction per week. Teachers actively monitor time on task and lesson pass rates in order to customize individualized instruction via i-Ready.

Students in Kindergarten and 1st grade take the FastBridge earlyReading assessment three times per year; this assessment serves as the universal dyslexia screening tool and provides detailed grade-, class-, and student-level data regarding students' phonological awareness, phonics, and fluency skills. FastBridge and i-Ready results inform which students receive reading intervention.

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

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.

Two 1st grade teachers and five 2nd grade teachers implement Amplify CKLA Foundational Skills; four Kindergarten teachers and five 1st grade teachers implement the Orton-Gillingham classroom curriculum; one Kindergarten teacher implements UFLI. All of these curricula include encoding and decoding word assessments to determine entry levels for each student in the areas of word recognition and phonics patterns. Additionally, Kindergarten and 1st grade uses FastBridge earlyReading data (letter sounds, nonsense words, sight words, passage reading) and LETRS Basic Spelling Screener to determine the starting point for explicit, targeted small group instruction at Tier II. Students requiring Tier III supports receive additional support via Orton-Gillingham intervention, which is aligned to the Science of Reading.

All 3rd-5th grade teachers implement Amplify CKLA, which includes whole-class instruction on phonics, morphology, and vocabulary. Classroom teachers provide grade-level whole group instruction to every student and scaffold instruction based on the pre-assessments to fill in gaps for Tier II and Tier III intervention. Decision-making is informed by FastBridge CBM, CORE Phonics Survey, and LETRS Advanced Spelling Screener. Teachers utilize strategies from LETRS as they implement explicit phonics instruction. In Professional Learning Communities (PLCs), teachers are unpacking standards, learning targets, and assessments to have clarity of what they are teaching and mastery of standards.

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 through 5th grade take the i-Ready Inform assessment three times per year. After each assessment, teams review the data by percentile, domains, and standards mastery. Students performing below the 25th percentile in grades 2 through 5 are given the FastBridge Oral Reading Fluency assessment, Phonological Awareness Screening Test (PAST), and CORE Phonics Survey. These additional data points inform the area of focus as we provide Tier II and Tier III intervention support. Students below the 25th percentile are progress monitored throughout the year with i-Ready Inform, FastBridge CBM Oral Reading Fluency and/or Nonsense Words, i-Ready adaptive digital instruction, and classroom data.

All students in Kindergarten and 1st grade are also given the FastBridge earlyReading Assessment, which our district uses as the universal screener for dyslexia. Students performing below the 25th percentile are provided Tier II or Tier III intervention support and progress monitored throughout the year. Our pull-out intervention services implement Orton-Gillingham or SPIRE Up curriculum for students requiring additional phonics and foundational skills instruction in grades 1 through 5. Students in grades 3 through 5 requiring additional instruction for language and reading comprehension receive the 95% Group comprehension curriculum. Students with Reading Services through their IEPs receive individualized curriculum based on needs determined by the above assessments, as well as curricula screeners.

Additionally, this is our fifth year working in collaboration with Reading Partners; they provide one on one tutoring opportunities for students who

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

score above the 25th percentile on universal reading assessments (i-Ready and FastBridge), but who would benefit from additional reading support.

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.

Classroom teachers send home weekly newsletters with home to school connections for reading comprehension, phonics, and fluency reading. At the beginning of each Amplify CKLA unit, teachers send home the Amplify CKLA Caregiver Letter, which provides an overview of the standards and content addressed in each unit and how families can support their child at home. After each i-Ready Inform benchmark assessment, the school provides printed and digital copies of the Family Report, which reviews Next Steps opportunities for home in the areas of phonics, high frequency words, vocabulary, and comprehension. Families of Kindergartners and 1st graders also receive printed FastBridge reports after each assessment window. The school provides the Family Report, indicating the student's current and historical percentiles and risk level, and Individual Skill Reports, indicating which items the student encountered and got correct or incorrect in each subtest.

All students' families have a required fall data conference and meet as needed throughout the school year. Families of students performing below the 25th percentile in 1st through 3rd grades receive additional communication regarding their students' Read to Succeed status, reading progress, and inclusion in Summer Reading Camp. Additionally, parents attend Individual Problem Solving (IPS), 504, and IEP meetings, as the school-based team identifies targeted literacy supports to close learning gaps for students.

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.

The i-Ready Reading Inform (K-5) and FastBridge earlyReading inventory (K-1) are administered to students in the fall, winter, and spring each year. After each assessment, grade level and leadership teams analyze the data to identify growth trends, areas of strength, and opportunities for growth. Students performing below the 25th percentile in i-Ready and FastBridge are provided Tier II or III intervention, inside or outside of the classroom setting with weekly or biweekly progress monitoring. Students in intervention have ambitious growth goals that are monitored via monthly Literacy Wellness Check meetings, during which the reading coach, reading interventionists, school psychologist, and administration review individual student progress monitoring data. At each Wellness Check, interventionists identify students who are not making adequate progress toward their goal; these students are considered for an intervention phase change (increase in intensity, program change) or referral for an educational evaluation. Conversely, students who have met or exceeded their goal are considered for a phase change (decrease in intensity of intervention, program change) or exit from intervention with graduated monitoring.

Kindergarten through fifth grade students also participate in Amplify CKLA formative assessments throughout units of study and an end of unit assessment for each unit. All Grade 3 through 5 students participate in two CCSD Common Assessments (in October and February) via Mastery

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

Connect, which will provide additional data regarding mastery of grade level standards and inform grade-level and classroom instructional decisions.

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 leadership team ensures that teachers are well-prepared to provide effective literacy instruction that supports equitable access to all students to build strong reading skills, setting them up for future academic success. Teachers are engaging in LETRS training, CKLA curriculum training, unpacking updated 2023 ELA Standards, and are participating in teacher observations across the school to build collective efficacy and capacity. SASMS is currently partnering with Lowcountry Literacy Project to provide Orton-Gillingham training and support (including weekly classroom observations and feedback) to Kindergarten, 1st, and 2nd grade teachers participating in OG Classroom training. Our goal is to have all Kindergarten through 2nd grade teachers trained at the OG Classroom Level.

Section G: Analysis of Data

Strengths	Possibilities for Growth
● High degree of implementation fidelity in explicit, high-quality, research-based curriculum (Amplify CKLA, Heggerty, and Orton-Gillingham). ● Strategic groupings to maximize differentiated instruction in the classroom, including an increase in push-in special education services and enrichment for high performing students. ● Master schedule allows time for daily common planning for grade level teams, weekly grade-level PLCs, and block scheduling by grade, so students are able to receive services without losing whole-group core instruction time.	● Improve capacity for teachers to provide Tier II instruction and progress monitoring in the classroom setting, through grade-level student problem-solving PLCs and individual coaching cycles. ● Grow implementation of Data-Driven Instruction model in grade level PLCs, where teachers will bring a common assessment or piece of student work and engage in data analysis to determine progress toward standards and determine next steps in classroom instruction. ● Unpack revised ELA standards and align learning targets, and both formative and summative assessments.

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

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> Increase the percentage of third graders scoring Meets and Exceeds in the Spring of 2025 as determined by SC Ready from 75.9% to 78% in the Spring of 2026.	We met this goal, with 81.6% of third graders scoring Meets or Exceeds on SC Ready ELA in Spring 2026. Third graders showed significant growth from 2025 to 2026 in all standard areas. We can continue to work toward increasing our percentage of high achievement in Reading Informational Text.
<u>Previous Goal #2:</u> Increase the percentage of Kindergarten through fifth grade students meeting Annual Typical Growth on i-Ready Reading Diagnostic from 71.3% in Spring of 2025 to 75% in Spring of 2026.	Overall, we were just shy of this goal, with 73% of Kindergarten through fifth grade students meeting their Annual Typical Growth goal on the Spring 2026 i-Ready Reading Diagnostic. Three grade levels met or exceeded the 75% goal: Kindergarten (78%), third grade (84%), and fourth grade (76%). Three grade levels did not meet the 75% goal: first grade (64%), second grade (71%), and fifth grade (61%). There have been staffing changes in all of these grades that should have a positive impact on student learning. Specific teachers with low percentages of students achieving their Annual Typical Growth goal are currently engaged in strategic coaching cycles with the Literacy Coach, using the Get Better Faster framework and monitoring via Grow.

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

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

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> Increase the percentage of third graders scoring Meets and Exceeds, as determined by SC Ready ELA, from 81.6% in Spring 2026 to 82.5% in Spring 2027.	• Use Data-Driven Instruction protocol in PLCs to determine progress toward standards and next steps in classroom instruction, including additional instruction for students approaching proficiency and enrichment opportunities for students already demonstrating proficiency with grade-level standards. • Utilize Adaptive Digital Content for personalized reading instruction from i-Ready data. Teachers actively monitor lessons completed and lesson scores, and adjust pathways as needed to respond to student needs. • Provide Reading Intervention (using Orton-Gillingham, SPIRE Up, or 95% Group curricula) to all third grade students performing below the 25th percentile, as measured by Fall i Ready Reading Diagnostic • Analyze CCSD ELA Common Assessment data quarterly, in order to provide instruction directly targeted to student needs.

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

Current Goal #2:

Increase the percentage of Multilingual Learners (MLLs) who meet their annual ACCESS goal from 38% in Spring 2026 to 75% in Spring 2027.

- We added an additional Multilingual Program (MLP) teacher, which has enabled us to differentiate programming for CD-second graders and third-fifth graders. Both MLP providers are providing a combination of pull-out and push-in services, as well as consulting with classroom teachers on strategies to support engagement and language acquisition for MLL students.
- We are piloting Progress Monitoring for MLL students via Flashlight 360. Students are progress monitored biweekly to determine strengths and areas of need in the domains of Speaking and Writing, and assess progress toward their annual ACCESS goals.
- We are strategically serving MLL students in Reading Intervention, using the Orton-Gillingham program, to support students' foundational skills, vocabulary development, reading fluency, and comprehension.
- We will analyze MLL subgroup data and progress toward grade level standards as part of our Data-Driven Instruction PLC process.