

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

Stono Park Elementary

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? **14**
- 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? **0**
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? **3**
- 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.

- Teachers use the CKLA curriculum, which includes comprehension, phonological awareness, phonemic awareness, phonics, fluency, and vocabulary components.
- Teachers use assessments and high-quality curricula that support comprehension, concepts about print, phonological awareness, phonemic awareness, phonics, spelling, fluency, and vocabulary development.
- Students are assessed 3 times a year with Fastbridge (K-1) and iReady (K-5). The data is used to guide instruction and student support within the classroom.

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.

- Lesson Plans are created to ensure that word recognition is addressed and supported within the daily lessons. Teachers use student responses and work to determine next steps of support for student learning.
- Teacher Observations in GROW ensure that teachers are given timely and actionable steps to support student learning and targeted instruction.
- Schedules (Benchmark Assessments) are created to ensure there is enough time within the ELA instructional block to teach the curriculum with fidelity and allow teachers time to support diverse learners within the learning environment.

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

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.

- Teachers use comprehensive formative assessment systems. (SPIREUP, FastBridge, iReady, myIGDIs, CKLA)
- Assessments include screening(Fastbridge), diagnostic (iReady), and progress monitoring(Fastbridge) to identify students' instructional needs and plan accordingly within literacy instruction to support them.
- Teachers collect and analyze data to determine targeted, effective in-class interventions. This data comes from district common assessments along with curriculum unit assessments. All data collected helps to inform instruction within the classroom.

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 opportunities for parent involvement with literacy development, including parent workshops, Family Data conferences, and newsletters.
- All K-3 parents 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 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.

- Teachers monitor reading and writing engagement and use that data to confer with students when needed to increase reading and writing volume.

- Teachers collaborate to collect and analyze data to make instructional decisions for groups of students and individual students. They create action plans and plans to monitor students' work (fidelity checks and student outcome data).

Updated August 2026 Page 2

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

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.

Teachers participate in ongoing, job-embedded professional learning opportunities based on school data through:

- Study groups
- Collaboration through coaching cycles with the Literacy Coach
- Professional book clubs
- Collaborative planning
- Peer observations

Section G: Analysis of Data

Strengths	Possibilities for Growth
-----------	--------------------------

● Providing teachers with professional learning based on their interests and needs according to school data ● Using data to inform decisions (DDI protocol) during PLC ● Using the Get Better Faster tool to provide feedback after observations ● Collaborative planning to meet the instructional needs of students and internalize upcoming CKLA units	● Professional learning on growing students' reading behaviors and how to make strategic adjustments to instruction ● Professional learning on the ELA Standards ● Predictable structures in lessons when researching ● Implementing curriculum and systems with fidelity
--	--

Updated August 2026 Page 3

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 44.2% to 50.2% in the spring of 2026.	In the spring of 2026, 46.2% of third graders scored Meets or Exceeds on SC READY.

Previous Goal #2:

By Spring Benchmark of 2026, at least 75% of 1st graders will reach the "LowRisk" category or above on the FastBridge Early Reading Assessment.

In the Spring of 2026, 50% of 1st graders scored in the Low Risk category on the FastBridge Early Reading Assessment.

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.

Updated August 2026 Page 4

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

- 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 in the spring of 2026 as determined by SC READY from 45.5% to 48.2% in the spring of 2027.	● Implement CKLA curriculum (Knowledge & Skills) with fidelity ● Ongoing Professional Development with CKLA curriculum, including model lessons, peer observations, and over-the-shoulder coaching ● Regularly discuss and analyze data during grade level meetings, PLC meetings, and MTSS Team in order to make adjustments in instruction as needed ● Teachers will confer with students about their reading behaviors

Current Goal #2:

By Spring Benchmark of 2026, at least 75% of 1st graders will reach the “Low Risk” category or above on the Fastbridge Early Reading Assessment.

- Implement Heggerty’s Phonemic Awareness curriculum with fidelity (CD-2nd)
- Implement the CKLA Skills Block curriculum with fidelity
- Ongoing Professional Development with CKLA Skills Block and Heggerty, including model lessons, peer observations, and over-the-shoulder coaching
- Teachers will regularly analyze data to make adjustments in instruction as needed