

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

LETRS Questions:

- How many teachers in your school have completed Volume 1 ONLY of LETRS? 1 of 38 eligible teachers
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 35 of 38 eligible teachers
- How many teachers in your school are beginning Volume 1 of LETRS this year? 2 of 38 eligible teachers
- How many teachers in your school are beginning Volume 2 of LETRS this year? 1 of 38 eligible teachers
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? 2 of 3 eligible teachers
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year? 1 teacher

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.

Reading assessment and instruction at Stiles Point Elementary are grounded in a comprehensive approach that supports all PreK–5th-grade students in developing the essential components of literacy: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. The school implements the Core Knowledge Language Arts (CKLA) curriculum with fidelity to provide systematic, explicit instruction through a coherent, knowledge-building sequence. In kindergarten and first grade, Heggerty provides explicit, structured phonological and phonemic awareness instruction. Students in kindergarten through second grade also receive systematic UFLI Foundations instruction to strengthen phonics, decoding, encoding, and word-recognition skills.

FASTBridge reading assessment data is also used alongside classroom assessments, observations, and student work to identify students' literacy strengths and areas requiring additional support. Teachers analyze available screening and progress-monitoring results to guide instruction in foundational reading skills, including phonological awareness, phonics, and fluency, and consider these findings alongside evidence of oral language, vocabulary, and comprehension development. The data informs flexible grouping, targeted reteaching, intervention, and enrichment based on individual student needs. Through collaborative data discussions and ongoing progress monitoring, teachers evaluate students' responses to instruction and adjust instructional strategies, supports, and practice opportunities to promote comprehension of texts and progress toward grade-level English/Language Arts standards.

Assessment data from i-Ready Reading diagnostics and other classroom measures guide the placement of students into targeted tiers of support. Tier 3 students receive intensive, small-group intervention focusing on essential decoding and comprehension strategies. Tier 2 students are provided targeted instruction multiple times per week to address skill gaps within the CKLA strands. Students participate in intervention during WIN (What I

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Need) time, ensuring they receive additional support without missing core CKLA instruction. Students above the 30th percentile are served through reteaching opportunities or enrichment tasks in small-group settings to extend their learning.

Through this tiered system, combined with ongoing progress monitoring, students consistently receive instruction and support in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. This approach ensures all students are prepared to meet grade-level English/Language Arts standards and succeed on rigorous state assessments.

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 instruction for PreK–5th grade Stiles Point students is firmly grounded in the science of reading and implemented through structured literacy practices. Foundational skills are taught explicitly and systematically, beginning in PreK and Kindergarten with Heggerty routines to develop phonological and phonemic awareness. As students progress into the upper elementary grades, instruction advances to include decoding multisyllabic words and analyzing morphological structures through UFLI. Teaching follows a cumulative, systematic scope and sequence to ensure mastery at each stage of learning. The CKLA curriculum provides the core framework for daily instruction, integrating decodable texts with knowledge-building materials so that students can apply their decoding skills in meaningful reading contexts. Fluency is further developed through repeated oral reading, teacher modeling, and targeted feedback, enabling students to read with both accuracy and expression.

Word recognition assessments help teachers identify students’ strengths, pinpoint skill gaps, and plan targeted instruction. FASTBridge earlyReading measures, including sight word recognition and sentence reading, provide information about students’ ability to recognize familiar words and apply developing reading skills in connected text. FASTBridge Curriculum-Based Measurement for Reading (CBMR) provides additional evidence of oral reading accuracy and fluency. Teachers examine assessment results alongside classroom observations, phonics checks, and student reading errors to determine whether students need additional support with phonemic awareness, sound-symbol relationships, blending, automatic word recognition, or fluent reading. Sight word instruction emphasizes connecting sounds to spellings and explicitly identifying irregular word parts to support accurate, automatic recognition. Assessment findings guide flexible grouping, targeted reteaching, intervention, and enrichment, while progress monitoring helps teachers evaluate instructional effectiveness and adjust support. Repeated oral reading, teacher modeling, and corrective feedback further strengthen students’ accuracy, automaticity, and expression, supporting comprehension of grade-level texts.

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.

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Assessment and data are the foundation of our multi-tiered system of support, ensuring that decisions about instruction and intervention are grounded in accurate and timely data. Students in grades K–1 complete FastBridge universal screeners three times per year to provide detailed information on phonological awareness, phonics, and other foundational literacy skills. In grades K–5, students take the i-Ready Reading Diagnostic three times annually to measure growth in phonics, fluency, vocabulary, and comprehension. Together, these assessment tools create a comprehensive picture of student performance across grade levels.

When students do not meet grade-level benchmarks, additional diagnostics are used to identify whether the need stems from word recognition, language comprehension, or both. This information directs the instructional team in assigning students to targeted intervention pathways that address their specific skill deficits. Tier 3 students receive intensive daily support and Tier 2 students are provided targeted small-group instruction multiple times per week are served during WIN time to ensure they receive intervention without missing CKLA core instruction. Students performing above the 30th percentile receive reteaching or enrichment in small-group classroom settings as needed.

To ensure assessment data drives practice, weekly PLC meetings are held with teachers, coaches, and administrators to analyze formative and summative data. Following the FastBridge and i-Ready assessments, the results are analyzed to refining groups and determine next instructional steps. Students receiving Tier 2 or Tier 3 support are progress monitored bi-weekly through FastBridge, allowing the team to track growth and make timely adjustments. Teachers and coaches also review i-Ready assigned and adaptive lessons to confirm alignment with diagnostic data, ensuring students are consistently working on skills that are both appropriate and challenging.

South Carolina Department of Education Read to Succeed Primary and Elementary Reading Plan 2026-2027: Through this system of universal screening, diagnostic assessment, and continuous monitoring, the school maintains a responsive and individualized approach to literacy instruction. Each student's pathway is prescriptive, targeted, and frequently adjusted to accelerate progress toward grade-level proficiency.

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.

Stiles Point has established a comprehensive system to help families understand how they can support their children as readers and writers at home. This system blends clear communication, parent education, engaging literacy events, and accessible resources that extend learning beyond the classroom.

Parents receive assessment reports from FastBridge and i-Ready, along with teacher explanations that connect results to specific skills. During parent-teacher conferences and fall data meetings, teachers provide individualized recommendations such as practicing phonics patterns, engaging in daily shared reading, or supporting writing through journals and prompts. Families are also given insight into how the school's use of CKLA (Core

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Knowledge Language Arts), together with routines from Heggerty and UFLI, supports the development of foundational skills and comprehension through structured literacy practices.

Family literacy events reinforce these practices. Stiles Point hosts an annual Literacy Night and collaborates with the James Island Library to offer interactive activities that mirror classroom instruction. These events guide families in supporting phonological awareness, decoding, fluency, and comprehension at home, as well as in selecting texts and building vocabulary through discussion.

In addition to in-person events, families receive digital and written resources throughout the year. Stiles Point distributes district and state communication connected to Read to Succeed legislation, ensuring families are aware of requirements and strategies promoted by the state. The school also promotes district-created Read to Succeed information with families, strengthening alignment with broader literacy initiatives. To further support at-home practice, the faculty has created a Reading Resources page on the school website with curated activities, book lists, and tools parents can access anytime. Families also have access to Beanstack to encourage at-home reading and i-Ready online lessons that reinforce targeted skills. Monthly newsletters and literacy tip sheets offer additional strategies, book recommendations, and writing prompts aligned to classroom instruction. 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.

Monitoring reading achievement and growth at Stiles Point is a structured, ongoing process that takes place at both the classroom and school level. Students in grades K–1 participate in FastBridge universal screeners three times per year, while students in grades 2–5 complete the i-Ready Reading Diagnostic on the same schedule. These benchmark assessments provide school-wide snapshots of proficiency and growth trends. Students receiving intervention participate in additional FastBridge progress monitoring, allowing growth to be measured frequently enough to inform instructional decisions.

Beyond these universal assessments, the school emphasizes weekly PLC meetings are held with teachers, coaches, and administrators to analyze formative data, summative data, as well as review i-Ready and FastBridge results alongside classroom performance. These collaborative discussions identify students who are not making adequate progress, guide adjustments to small-group instruction, and refine intervention tiers so that resources are allocated effectively.

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At the classroom level, teachers monitor i-Ready teacher-assigned and adaptive lessons to confirm that students are working at an appropriate level of rigor. These lessons are reviewed for alignment with diagnostic data, and adjustments are made as needed so that online practice complements CKLA instruction and targeted interventions.

At the school level, the leadership team aggregates and analyzes i-Ready and FastBridge data multiple times throughout the year to identify trends across grade levels, ensure fidelity of intervention delivery, and monitor progress toward benchmarks. Decision rules are applied consistently to determine when students should enter or exit interventions or when instructional intensity must increase.

Through this layered system of universal screening, frequent progress monitoring, PLC-based data analysis, and leadership team reviews, Stiles Point ensures that instructional decisions are data-driven and responsive. This structure provides multiple checkpoints for accountability and allows timely support so that all students remain on track to meet grade-level reading expectations.

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.

Stiles Point is dedicated to ensuring every teacher is fully prepared to deliver high-quality literacy instruction grounded in the science of reading and structured literacy. Professional learning is comprehensive, ongoing, and aligned with both South Carolina Department of Education (SCDE) requirements and Charleston County School District (CCSD) initiatives, equipping teachers to meet the needs of all PreK–5th grade students.

A cornerstone of this work is LETRS (Language Essentials for Teachers of Reading and Spelling), mandated by SCDE for all K–3 teachers. LETRS provides a deep understanding of how children learn to read and the essential components of effective instruction—phonemic awareness, phonics, fluency, vocabulary, and comprehension. At Stiles Point, all eligible teachers are engaged in this rigorous program: as of September 2026, 35 of 38 educators, including the Reading Coach and interventionist, have completed LETRS. One staff member is beginning EC LETRS and two staff members are currently beginning Volume 1, ensuring continued growth and sustainability across the faculty.

In addition, teachers receive training in Core Knowledge Language Arts (CKLA), the district-adopted curriculum designed to align with structured literacy practices. CKLA professional development emphasizes explicit, systematic instruction in foundational skills, knowledge-building, and language comprehension, enabling teachers to connect decoding, fluency, and vocabulary to strong comprehension outcomes.

Early literacy instruction is also supported through training in Heggerty Phonemic Awareness and UFLI (University of Florida Literacy Institute) Foundations. These programs provide teachers with tools for delivering daily, systematic phonemic awareness instruction and explicit, sequential phonics lessons. Together, they ensure students develop solid decoding and word recognition skills in the early grades.

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Professional growth is further strengthened through school-based coaching and PLC structures. The Reading Coach, who holds Read to Succeed certification, leads in-house professional development, and provides targeted feedback through classroom observations. The coach also facilitates weekly PLCs with teachers and administrators to analyze i-Ready and FastBridge data, refine Tier 1 instruction, and adjust interventions, ensuring instructional practices are both evidence-based and responsive to student needs.

By combining state-mandated training, district-provided curriculum support, and school-based coaching, Stiles Point ensures consistency in literacy practices across grade levels while deepening teacher expertise. This layered professional learning system builds teacher capacity and ensures all students benefit from effective, evidence-based reading and writing instruction.

Section G: Analysis of Data

Strengths	Possibilities for Growth
● Comprehensive Professional Development: Teachers receive multi-layered training opportunities through LETRS, CKLA, Heggerty, UFLI, SCDE initiatives, and CCSD best practices, supported by a Read to Succeed–certified Reading Coach who provides in-house PD, classroom observations, and collaborative lesson planning ● Data-Driven Instruction: Regular use of i-Ready Diagnostics, FastBridge screeners, and progress monitoring ensures instruction and interventions are tailored to student needs. Weekly PLC data dives with teachers, administrators, and instructional coaches reinforce accountability and responsive instructional planning. ● Targeted Intervention System: A clear multi-tiered system supports students across Tier 1, Tier 2, and Tier 3, with prescriptive instruction delivered through push-in, pull-out, and small-group models. Interventionists and classroom teachers work collaboratively to ensure intensity and frequency match student needs.	● Scheduling for Intervention: Balancing daily 90-minute literacy blocks with the additional required 30 minutes for targeted intervention remains a challenge; continued refinement of scheduling will help maximize instructional time without reducing access to core instruction. ● Consistency of i-Ready Lesson Alignment: While adaptive and teacher-assigned i-Ready lessons are monitored, ensuring that every student consistently receives lessons at their appropriate level remains a focus for growth. ● Sustaining Fidelity Across Programs: As multiple resources are implemented (CKLA, UFLI, Heggerty, i-Ready, FastBridge), continued emphasis on fidelity checks and coaching support is needed to ensure consistent delivery across classrooms and grade levels. ● Expanding Parent Training: While parent engagement is strong, there is opportunity to increase hands-on training for families in structured literacy routines so they can mirror classroom practices more effectively at home.

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● Family and Community Engagement: Families receive clear communication about student progress and are supported through literacy nights, library partnerships, digital platforms such as Beanstack and i-Ready, and newsletters with strategies and resources aligned to classroom instruction. ● Leadership and Coaching: The Reading Coach actively participates in classroom observations of ELA lessons, providing specific feedback to teachers, and facilitates collaboration across grade levels to ensure consistency in structured literacy practices.	
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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 year as determined by SC READY from 90.8 % to 92% in the spring of 2026.	According to Spring 2026 SC READY ELA data, the percentage of third graders scoring Meets and Exceeds by SC READY increased to 94.4%. This goal was met.
<u>Previous Goal #2:</u> The percentage of students at Stiles Point in grades 3-5 scoring Meets or Exceeds on SC READY ELA will increase from 91% in 2025 to 93% in 2026.	According to Spring 2026 SC READY ELA data, 92.3% of students in grades 3-5 scored Meets or Exceeds. This goal was not met.

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<u>Previous Goal #3:</u> By Spring 2026, Stiles Point Elementary will reduce the percentage of students in grades 1–5 who score one or more grade levels below their actual grade level on the i-Ready Reading diagnostic from 45% in Fall 2025 to 40%, as measured on the Spring 2026 diagnostic.	According to Spring 2026 i-Ready Reading diagnostic data, 10.5% of students scored 1 or more grade levels below their current grade level. This goal was met.
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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
<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 94.4% to 94.7% in the spring of 2027.	Tiered Interventions • Tier 3 and Tier 2: small-group instruction focused on foundational skills and comprehension gaps, using targeted SPIREUp intervention curriculum alongside CKLA. These fluid groups are served by the interventionist. • Wellness Checks: every 4-6 weeks for Tier 3 and Tier 2 Intervention students • Tier 1: Served during WIN (What I Need Time) for targeted support in identified areas without missing CKLA core

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<u>Current Goal #2 (Third-Fifth Goal):</u> The percentage of students at Stiles Point in grades 3-5 scoring Meets or Exceeds on SC READY ELA will increase from 92.3% in 2026 to 93.3% in 2027.	instruction. Receive reteaching or enrichment through classroom small groups with the teacher. Developing Research and Information-Literacy Skills • The library media specialist will intentionally incorporate research and information-literacy standards into instructional time for students in grades 4-5. • Lessons will provide students with opportunities to locate reliable sources, gather and organize relevant information, evaluate sources, take notes, and appropriately cite evidence to support grade-level writing tasks. • The media specialist and classroom teachers will collaborate to align research instruction with current ELA units and writing expectations. i-Ready Pathways • Coaches and teachers adjust student learning paths monthly to ensure alignment with grade-level standards and student achievement.
<u>Current Goal #3 (K-2 Goal):</u> By Spring 2027, Stiles Point Elementary will reduce the percentage of students in grades K-2 who score one or more grade levels below their actual grade level on the i-Ready Reading diagnostic from 61% in Fall 2026 to 50%, as measured on the Spring 2027 diagnostic.	