

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? 15
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 15
- 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? 0
- 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-5<sup>th</sup> 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.

At St. James-Santee Elementary-Middle School, we are committed to helping every student become a strong, confident reader. Students in PreK–5th grade receive reading instruction and assessments designed to build the skills needed to meet grade-level English Language Arts standards. Our approach combines regular assessment, strong core instruction, and targeted support to meet the individual needs of our students.

Students are assessed three times each year using i-Ready and FastBridge. These assessments help us identify student strengths, areas for growth, and needed support. In Kindergarten, FastBridge measures early literacy skills such as letter names, letter sounds, onset sounds, concepts of print, sight words, and word segmenting. In first grade, students are assessed in areas such as sight words, word segmenting, nonsense words, and sentence reading. Students in Kindergarten through fifth grade also complete the i-Ready Reading Diagnostic, which provides information about phonemic awareness, phonics, high-frequency words, vocabulary, literature comprehension, and informational text comprehension. Teachers use these results to plan instruction, provide targeted support, and monitor student growth.

Our primary grades use the Heggerty program to build phonemic awareness and strengthen the foundational skills students need to become successful readers. Our core reading curriculum, Amplify CKLA, is aligned with the Science of Reading and provides instruction in phonics and foundational reading skills, vocabulary, reading comprehension, knowledge building, skills practice, writing, and differentiated instruction. Students who need additional support may also receive small-group reading intervention from our Reading Interventionist using SPIRE Up. Together, assessment data, strong daily instruction, and targeted intervention help our students make continued progress toward grade-level expectations and become confident, successful readers.

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-5<sup>th</sup> grade students are further aligned to the science of reading, structured literacy and foundational literacy skills.

At St. James-Santee (SJS), our PreK–5<sup>th</sup> grade students build strong reading skills through grade, students use Heggerty to strengthen phonemic awareness by listening to and working with sounds in spoken words. These foundational skills support our Amplify CKLA reading curriculum, where students receive explicit instruction in phonics, vocabulary, knowledge consistent, structured literacy instruction grounded in the Science of Reading. In PreK–2<sup>nd</sup> building, fluency, and comprehension.

We regularly assess students to determine what they have mastered and where additional support is needed. Students participate in benchmark assessments three times each year, including i-Ready and FastBridge. We also use assessments such as CBMreading, Decodable Words, and FastBridge Sight Words to monitor specific reading skills and student progress. Teachers use this information to plan daily instruction, form small groups, provide targeted support, and monitor student growth throughout the year.

Students who need additional reading support may work with our Reading Interventionist in small K–5 groups using SPIRE Up. Intervention is based on individual student needs and provides additional targeted instruction and practice in essential reading skills. At SJS, we use assessment data to identify needs, provide targeted instruction, monitor progress, and adjust support so that every student can grow toward becoming a strong, confident, and successful reader.

**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-5<sup>th</sup> grade who have failed to demonstrate grade-level reading proficiency.

At St. James-Santee, universal screening and diagnostic assessment data are used to identify PreK–5<sup>th</sup> grade students who have not demonstrated grade-level reading proficiency and to determine the appropriate pathway for intervention. FastBridge Early Reading is administered three times a year in Kindergarten and first grade to identify students who may be at risk for reading difficulties. Students in Kindergarten through fifth grade also complete the i-Ready Reading Diagnostic three times a year, providing additional information about student strengths and areas of need in phonemic awareness, phonics, high-frequency words, vocabulary, and comprehension.

Assessment data are reviewed during Professional Learning Community (PLC) meetings through structured Data Dives with classroom teachers, the Reading Coach, Adminand Reading Interventionist. During these meetings, the team analyzes universal screening, diagnostic, classroom, and progress-monitoring data to identify specific reading needs and determine appropriate instructional and intervention support. Students

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

demonstrating needs in phonemic awareness, phonics, decoding, high-frequency words, or reading fluency receive intervention focused on word recognition. Students demonstrating needs in vocabulary, oral language, background knowledge, or reading comprehension receive intervention focused on language comprehension. Students with needs in both areas receive support addressing both pathways. Our Reading Interventionist provides targeted small-group intervention to K–5 students using SPIRE Up, based on identified student needs.

Student progress is continually monitored and reviewed through the PLC and MTSS processes. The school's MTSS team meets weekly to discuss student progress, response to intervention, and next steps for students requiring additional support. Intervention groups and instructional pathways are adjusted based on student performance and progress-monitoring data. This collaborative, data-driven process allows SJS to identify specific reading needs, match students with targeted intervention, monitor progress, and adjust support to help students move toward grade-level reading 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.

At St. James, we believe strong readers and writers are developed through a partnership between school and home. Throughout the school year, we provide families with opportunities to learn about grade-level literacy expectations and practical ways to support reading and writing at home. Monthly family engagement events, including Literacy Nights, Curriculum Nights, and Data Nights, allow parents to experience reading and writing activities through the lens of their child. Families receive strategies and resources they can use at home to reinforce classroom learning. Books are also provided to students and families during these events to help build home libraries and increase access to reading materials.

Quarterly parent-teacher conferences provide another opportunity to strengthen the school-home partnership. Teachers review each student's literacy progress and assessment data, including i-Ready results, and discuss areas of strength, areas for growth, and specific skills that need continued support. Parents receive practical strategies for supporting literacy at home, such as reading with their child, discussing texts, building vocabulary, practicing foundational reading skills, and providing regular opportunities for writing.

Support and communication continue throughout the school year as student needs change. Teachers share student progress, resources, and recommendations with families so that home support connects directly to classroom instruction. Through family literacy events, parent conferences, data sharing, home literacy strategies, access to books, and ongoing communication, SJS helps families understand their child's progress as a reader and writer and provides them with tools to support continued literacy growth 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-5<sup>th</sup> grade intervention based on all available data to ensure grade-level proficiency in reading.

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

At St. James-Santee Elementary-Middle School, we regularly monitor the reading achievement and growth of our PreK–5th grade students. We use multiple sources of data, including FastBridge Early Reading, i-Ready Diagnostic assessments, i-Ready Personalized Learning, CKLA Unit Assessments, District Common Assessments, classroom assessments, student work, and teacher observations. These data help us identify student strengths, areas of need, and students who may require additional reading support.

At the classroom level, teachers use assessment results to adjust instruction, form small groups, and provide support based on student needs. i-Ready Personalized Learning provides students with an individual learning pathway based on their assessment results. CKLA Unit Assessments and District Common Assessments help teachers monitor student understanding of grade-level skills and standards. During PLC Data Dives, teachers, the Reading Coach, and Reading Interventionist review student data and determine next steps for instruction and intervention. Students who need additional intensive support may work with the Reading Interventionist using SPIRE Up.

At the school level, student progress is also reviewed through the MTSS process. The MTSS team meets weekly to review student progress, discuss interventions, and determine whether support should be continued or adjusted. Parents and students are kept informed about progress, goals, and areas for growth. By regularly reviewing multiple sources of data, SJS is able to make timely decisions and provide the instruction and intervention students need to work toward grade-level reading proficiency.

**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-5<sup>th</sup> grade.

At SJS, teachers and instructional staff receive ongoing training and support in the Science of Reading, structured literacy, and foundational literacy skills. All teachers, teacher assistants, and reading interventionists have either successfully completed or are currently participating in LETRS training. This training strengthens educators' understanding of how students learn to read and provides research-based strategies for teaching phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Professional learning continues throughout the school year. Teachers participate in Professional Learning Communities (PLCs) where they collaborate, review student needs, strengthen content knowledge, and improve instructional practices. Teachers also participate in district literacy professional development and literacy conferences to continue building their knowledge and skills.

Teachers receive ongoing, job-embedded support within the school. A CKLA Facilitator visits monthly to work directly with teachers in classrooms and provide professional development related to effective CKLA implementation. District facilitators visit at least twice each month to provide additional instructional support. The school-based Reading Coach works with teachers daily, providing coaching, modeling, planning support,

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

feedback, and resources. Together, these layers of professional learning ensure that teachers have the knowledge, resources, and ongoing support needed to provide strong, evidence-based literacy instruction for all students.

**Section G: Analysis of Data**

| Strengths                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Possibilities for Growth                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>As of Fall 2026, 58.3% of 3rd graders are projected to score Meets &amp; Exceeds on SCReady according to iReady Reading Projections.</li><li>As of Fall 2026, 75% of 4th graders are projected to score Meets &amp; Exceeds on SCReady according to iReady Reading Projections.</li><li>As of Fall 2026, 42.8% of 5th graders are projected to score Meets &amp; Exceeds on SCReady according to iReady Reading Projections.</li></ul> | <ul style="list-style-type: none"><li>Literary Text Focus: 91.6% of 3rd Graders are performing below grade level (1 or more levels)</li><li>Informational Text Focus: 87.5% of 4th Graders performing below grade level (1 or more levels)</li><li>Informational Text Focus: 57% of 5th Graders performing below grade level (2 or more levels)</li></ul> |

**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                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b><u>Previous Goal #1 (Third Grade Goal):</u></b></p> <p>Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 year as determined by SC READY from 64.5 % to 70% in the spring of 2026.</p> | <p>The goal was not met. In Spring 2026, 20% met or exceeded expectations, 50% were approaching expectations, and 25% did not meet expectations.</p> |

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

|                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                       | Moving forward, we will focus on the large percentage of students who are approaching grade level. i-Ready and classroom data will be used to identify skill gaps and provide targeted small-group instruction and intervention.                                                                    |
| <u>Previous Goal #2:</u><br><br>Increase the percentage of students scoring meets or exceeds on SC Ready ELA from 45.5% to 49.5% (3rd - 5) 43.2% to 47.% (6th - 8th). | Progress toward the goal is being made. Current data show students in both the 3–5 and 6–8 grade bands are demonstrating growth and moving toward grade-level proficiency. The school will continue to monitor student data and provide targeted instruction and support to maintain this progress. |

**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 3<sup>rd</sup> 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 [previous school year] as determined by SC READY from <u>20%</u> to <u>28 %</u> in the spring of 2027. | <ul style="list-style-type: none"> <li>• Provide high-quality Tier 1 instruction using Amplify CKLA, with targeted small-group instruction, flexible grouping, and push-in support during the reading block.</li> <li>• Use i-Ready Diagnostic, Personalized Learning, CKLA Unit Assessments, District Common Assessments, and classroom data to identify skill gaps and provide targeted instruction.</li> </ul> |

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

|                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                   | <ul style="list-style-type: none"> <li>● Provide intervention and acceleration for students performing below grade-level expectations, with additional attention to students approaching proficiency.</li> <li>● Monitor student progress biweekly through PLC Data Dives using Panorama Student Success, i-Ready, classroom assessments, and progress-monitoring data to adjust instruction and intervention.</li> <li>● Provide students with regular practice in grade-level reading comprehension, vocabulary, fluency, and written responses to text.</li> <li>● Provide after-school tutoring and additional academic support aligned with students' classroom instruction and identified needs.</li> <li>● Conduct student and parent data conferences and Data Nights to communicate progress, establish goals, and provide strategies for supporting reading achievement.</li> </ul>                                                                                                                                                                                              |
| <p><u>Current Goal #2:</u></p> <p>By June 2027, increase the percentage of students scoring meets or exceeds on SC Ready ELA from (3rd - 5th) 53.3% to 57.3%.</p> | <ul style="list-style-type: none"> <li>● Provide high-quality Tier 1 instruction using Amplify CKLA, with targeted small-group instruction, flexible grouping, and push-in support during the reading block.</li> <li>● Use i-Ready Diagnostic, Personalized Learning, CKLA Unit Assessments, District Common Assessments, and classroom data to identify skill gaps and provide targeted instruction.</li> <li>● Provide intervention and acceleration for students performing below grade-level expectations, with additional attention to students approaching proficiency.</li> <li>● Monitor student progress biweekly through PLC Data Dives using Panorama Student Success, i-Ready, classroom assessments, and progress-monitoring data to adjust instruction and intervention.</li> <li>● Provide students with regular practice in grade-level reading comprehension, vocabulary, fluency, and written responses to text.</li> <li>● Provide after-school tutoring and additional academic support aligned with students' classroom instruction and identified needs.</li> </ul> |

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

|                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Conduct student and parent data conferences and Data Nights to communicate progress, establish goals, and provide strategies for supporting reading achievement.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><u><b>Current Goal #3</b></u></p> <p>By June 2027, increase the percentage of Kindergarten students scoring Early K or higher on iReady Reading fom 21% to 50%.</p> | <ul style="list-style-type: none"> <li>• Provide high-quality Tier 1 instruction using Amplify CKLA, with targeted small-group instruction, flexible grouping, and push-in support during the reading block.</li> <li>• Use i-Ready Diagnostic, Personalized Learning, CKLA Unit Assessments, District Common Assessments, and classroom data to identify skill gaps and provide targeted instruction.</li> <li>• Provide intervention and acceleration for students performing below grade-level expectations, with additional attention to students approaching proficiency.</li> <li>• Monitor student progress biweekly through PLC Data Dives using Panorama Student Success, i-Ready, classroom assessments, and progress-monitoring data to adjust instruction and intervention.</li> <li>• Provide students with regular practice in grade-level reading comprehension, vocabulary, fluency, and written responses to text.</li> <li>• Provide after-school tutoring and additional academic support aligned with students' classroom instruction and identified needs.</li> <li>• Conduct student and parent data conferences and Data Nights to communicate progress, establish goals, and provide strategies for supporting reading achievement.</li> </ul> |