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? 6 teachers
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 23 teachers
- How many teachers in your school are beginning Volume 1 of LETRS this year? 9 teachers
- How many teachers in your school are beginning Volume 2 of LETRS this year? 8 teachers
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? Not applicable school is grades 1-5
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year? Not applicable school is grades 1-5

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.

All students are completing the district and state approved assessment-iReady Inform. iReady Inform measures phonological awareness, phonics, high-frequency words, reading comprehension in both fiction and nonfiction texts. iReady Inform measures phonological awareness and phonics in grades K-2 and will "adapt" to measure students' performance grades 3-5 phonics proficiency. All first grade students complete the FastBridge earlyreading English screener that measures a student's ability to perform on 4 subtests. FastBridge earlyreading English subtests include: NSW (nonsense word fluency) that measures the student's ability to decode words using the code of English, HFW (high frequency words) to measure a student's ability to read words that are frequently seen in grade level appropriate texts, WSF (word segmenting fluency) to measure a student's ability to hear and segment each sound in a spoken word, and sentence reading,CBMr to measure the accuracy and rate of a student's ability to read words off the page

Reading instruction and assessment for all students in our school offers a comprehensive and systematic approach to teaching reading foundational literacy skills. Heggerty (grades 1-2), CKLA Skills (grades 1-2) and UFLI (grade 3) are aligned with the Science of Reading and SC College and Career Ready ELA Standards. The text read-alouds within CKLA Knowledge (grades 1-2) and Units (grades 3-5) expose and model complex language structures to our students along with expanding their vocabulary.

Our first and second grade teachers created a daily routine for "CKLA Skills" block of instruction that includes phonemic awareness, visual and auditory drill, review of phonics skills, new phonic skills taught and fluency work.The first and second grade teachers are supported by our reading interventionists during the time they teacher Skills during their scheduled block. Our first and

second grade teachers have our multilingual teachers push-in during their scheduled CKLA-Knowledge block to support vocabulary acquisition and reading comprehension.

Our 3rd grade teachers began implementing UFLI Foundations this year in response to historical trend data and our school's student population (high percentage of Multilingual Learners). UFLI Foundations is an explicit and systematic phonics program that provides explicit instruction and guided practice encoding and decoding skills. Our 3rd grade teachers are using UFLI Foundations to best meet our 3rd grade students' needs in phonological awareness and phonics within their whole group lessons.

Our reading interventionists completed additional screeners that include FastBridge CBMr, Core Phonics Screener and SPIREUP Placement. work samples, teacher observation) to create a sequence and a plan that will support our students' phonological and phonics needs. Our 3rd grade-5th departmentalized teachers are utilizing Amplify CKLA lessons to provide instruction on vocabulary, comprehension and fluency.

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.

Our first grade students will be screened 3 times a year using FastBridge screeners. Our first grade students are assessed using the FastBridge earlyReading English screener. This school year, our second grade and third grade students are assessed using the CBMr-English. Our 1st- 5th grade students are assessed using iReady Inform three times a year. The students who score below the 25% percentile on iReady Inform Reading will be considered additional screeners to determine the students needs and areas of growth. In addition, our second grade and third grade teachers will screen and progress monitor their students using FastBridge CBMr to measure and track their progress throughout the year. Our 4th and 5th grade departmentalized teachers will be monitoring students closely as they work through their goals for their SLO (Student Learning Objectives) this year–reading, comprehending and responding to a text with written responses.

All second grade teachers completed the CKLA Skills Unit 1 "placement assessment" that requires students to read words and read and understand stories independently. Second grade students also complete the spelling assessment at the end of the CKLA Skills unit. Teachers used CKLA Skills Unit 1 "placement assessment", iReady, FastBridge CBMr and CKLA Skills spelling assessment to inform their instruction as well as create a routine that has nonnegotiables that include; phonemic awareness, a visual and auditory drill, review skill and new skill. All first grade teachers used iReady and FastBridge data to inform their instruction to include a CKLA Skills routine that has a set of nonnegotiable which include essential foundational literacy skills.

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.

Data is collected from the various screeners depending on the grade level. First grade assesses students using iReady Inform and FastBridge earlyreading/CBMreading. Second and third grade students are assessed using iReady Inform Reading and FastBridge CBMreading. Our 4th- 5th grade students are assessed using iReady Inform Reading. If a student scores below the 25%ile in reading. Our reading interventionists and teachers discuss concerns before collecting additional data. The screeners and assessments the reading interventionists use to gain more information about the student are; iReady, FastBridge, Core Phonics screener and SPIREUP placement assessment. All the data is collected and compiled to discuss with the instructional leadership team. Our instructional leadership team, the MTSS team and the reading interventionists work together to comb through data and determine next steps of instruction and possible intervention needed. We are committed to coaching our teachers through this question “Is the student struggling with reading comprehension, language acquisition, or the skill of reading?” so we can best refine and align our teaching practices and lessons.

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 are expected to send summaries to be included in the monthly school wide parent newsletter. Teachers are expected to conduct parent teacher conferences in the fall and spring to inform the student’s family of their progress towards reading proficiency. Teachers provide families with benchmark data points, walk families through what the data shows and how we at school are supporting the student and how the family can support the student at home. After each formative assessment (iReady/FastBridge) teachers send home reports and ways to support students at home. We are excited to offer additional reading incentives throughout the school year for instance; the school-wide reading incentive program Read with the Gamecocks for grades 3-5, N.E.S.T reading challenge with Beanstack and Read Around the Bases with the Charleston Riverdogs for our second graders. In March, we are excited to continue our Literacy Night with families to provide free books, reading resources, and showcase simple games and activities families can do at home to support their child’s reading. Our parent advocate also hosts several “lunch and learn” sessions with families to educate them on how to support their child’s development of literacy skills.

All K-3 families receive a Read to Succeed Family Letter, translated into many 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 progress? and How can I help my student become a good reader?. CCSD has provided a webpage dedicated to Read to Succeed for families which outlines additional resources.

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.

Our school monitors progress and achievement through our multiple screeners and formative assessments throughout the school year for example; iReady and FastBridge. Our 1st and 2nd grade teachers are using CKLA Skills and common quick checks to assess the student's level of proficiency when writing and reading target sound focus words throughout the scope and sequence. Our 3rd grade teachers are monitoring student progress through UFLI progress monitoring and teacher observations. Our 1st through 5th grade students are completing CKLA common unit assessments in the Knowledge band (K-5) around vocabulary, reading comprehension and grammar.

The school implements a structured system to monitor the progress of reading achievement and growth at the school and classroom level. At the school level, the MTSS team and Literacy Team ensure students have access to the appropriate interventions. At the Tier 1, teachers analyze formative and summative assessment data. At the Tier 2 level, teachers have identified who will receive extra support using universal screener data. All 1st-5th grade teachers will monitor student progress monthly focused on their SLO goals this year. A shift this year in 1st-3rd grade is closely monitoring students' ability and progress to pull words off the page using NSW fluency (in 1st grade) and CBMr (in 2nd and 3rd grades). At the Tier 3 level, intensive interventions are provided to students through alternative curriculums, if appropriate. Reading and math interventionists progress monitor students weekly while the MTSS team meets twice a month to analyze student progress and the effectiveness of interventions.

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 across grades 1st-5th, interventionists, multilingual teachers and SPED teachers are participating in the LETRS training. Our 1st-5th grade teachers are participating in weekly PLCs to monitor student progress, problem solve, work on unit internalization and lesson internalization, unpack standards through DDI process (Data Driven Instruction), create exemplars and analyze data and plan reteaching opportunities.

Our current 1st-5th teachers are in multiple phases of implementation and familiarity with our district's adopted ELA curriculum–Amplify CKLA. Our teachers are tiered between; a) new to our school and/or grade level, b) new to CKLA implementation or c) year 3 implementation and refinement of CKLA. All current teachers will focus on instruction rooted in standards to refine CKLA lessons delivery and internalization. PLC discussions and walkthrough observations will target delivery of high-quality instruction focused on standards.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• Master Schedule allows for weekly PLC meetings and common grade level planning time. • Implementation of co-teaching in all reading classrooms through Clemson residency initiative. • Implementation of co-teaching all reading classrooms through push-in services by our reading interventionists (grades 1-2 during CKLA Skills block) and multilingual teachers (grades 1-2 during CKLA Knowledge block, grades 3-5 push-in during their reading block). • School based data days 3 times a year to analyze schoolwide benchmark data and create an instructional plan in response to the data. • Implementation of Get Better Faster/Walkthrough coaching cycles with teachers. Feedback provided to teachers in Grow. Bite size action steps to strengthen high-quality standards driven instruction. • Implementation of frequent progress monitoring of foundational reading skills across grades 1-3. • Schoolwide initiative to increase student engagement through Kagan Structures.	• Strengthening teaches capacity of lesson internalization and unit internalization rooted in SC College and Career Ready Reading Standards. • Naming the gaps of learning before we teach to anticipate student struggles and challenges. • Increasing student opportunities to read independently across all grade levels. • Naming specific standards based reteaching opportunities in response to data.

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
Previous Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in 2024-2025 as determined by SC READY from __30__ % to _32__ % in the spring of 2025-2026.	The percentage of students scoring Meets or Exceeds on the Spring 2026, determined by SC Ready increased from 30.1 to 31.6%.
Previous Goal #2: By spring of 2026, first grade teachers will increase the number of students meeting their iReady typical growth goal in Reading from 29% to 40%.	First grade students performing "one grade level below" went from fall 2025 iReady reading decreased from 71.8% to 31.0% in the spring 2026.
Previous Goal #3: By spring of 2026, all teachers will increase the number of students meeting their iReady stretch growth goal in Reading from 26% to 32%.	All students grades 1-5 performing as identified as "early on & mid/above grade level" in fall 2025 iReady reading increased from 34.8% to 66.4% in the spring 2026.

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.

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- 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
Current Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from **27.80 %** to **31.40 %** in the spring of 2027.	• The Instructional Leadership Team will work with teachers to ensure daily lessons are high-quality standard based instruction aligned to SC College and Career Ready Standards with clear learning targets. • All teachers will regularly monitor student progress using common grade level exit tickets, CKLA end of unit assessments, district Common Assessments, iReady data and FastBridge progress monitors (NSW, CBMr). • Teachers will provide the opportunities for differentiated small-group instruction and tutoring for students performing below grade level. • All 3rd grade departmentalized ELA teachers will explicitly teach phonics instruction in a systematic scope and sequence utilizing UFLI across the 3rd grade classrooms. • Teachers will integrate explicit instruction in the areas of vocabulary, fluency, text structures and reading comprehension. • During PLCs teachers will engage in data analysis, use Kagan Structures as the tools to increase engagement and discourse and work through unit/lesson internalizing rooted in high-quality standards based instruction.

Current Goal #2: By Spring 2027, first grade teachers will decrease the number of students identified as "high risk" on the FastBridge early reading screener from 64 % to 34 %.	• First grade teachers will use common phonics assessments to assess the students' progress towards proficiency with decoding and encoding using the science of reading scope and sequence coupled with our SCCCR ELA Standards. • First grade teachers will progress monitor students monthly using hard copies of FastBridge Nonsense Word Fluency (NSW). • First grade teachers will internalize the vertical alignment of the standards with emphasis on the intentionality of accelerating progress. • PLCs and classroom observations (GBF, Get Better Faster) will focus on delivering high-quality standards based instruction.
Current Goal #3: By Spring 2027, all teachers will decrease the percentage of students identified as "2 or more grade levels below"* from 51.3 % to 29 %. *combined fall 2026 reading iReady placement levels "3+ grade levels below" and 2 grade levels below"	• All teachers grades 1st-5th will internalize curriculum units and lessons during PLCs to identify and anticipate gaps, create instructional opportunities to reteach after analyzing data, create exemplars and use researched based instructional strategies aligned with the Science of Reading. • All teachers will use Kagan Structures to increase student engagement and student discourse. • All teachers will monitor students' iReady reading lesson completion, usage minutes, passage rates and domain alerts. • PLCs and classroom observations (GBF, Get Better Faster) will focus on delivering high-quality standards based instruction. • The teacher will celebrate students who met their iReady goals with incentives. The principal will celebrate by setting schoolwide incentives for meeting iReady goals.