

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? 4
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 36
- How many teachers in your school are beginning Volume 1 of LETRS this year? 6
- How many teachers in your school are beginning Volume 2 of LETRS this year? 6
- How many CERDEP PreK teachers in your school have completed EC LETRS? 4
- How many CERDEP PreK teachers 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.

At A.C. Corcoran Elementary School, the approach to reading assessment and instruction for all PreK-5th-grade students is rooted in a comprehensive understanding of the essential components of literacy development: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Each of these components is intricately woven into our instructional practices to ensure that every student receives grade-level, standards-based English/Language Arts instruction to meet grade-level English/Language Arts standards.

The essential components of literacy development are explicitly taught, reinforced, and practiced utilizing structured literacy curricula, including Creative Curriculum (PreK), Core Knowledge Language Arts (CKLA) (K-5), and Heggerty (PreK-2nd), designed to help students build knowledge and skills systematically to meet grade-level English/Language Arts standards, within the following instructional practices:

- *Oral Language* is addressed in our High-Quality Instructional Materials in grades PreK through 5th grade. Our PreK students practice oral language skills throughout daily routines and interest areas. PreK-2nd grade students utilize Heggerty to explicitly teach oral language skills through oral and auditory practice. The Core Knowledge Language Arts (CKLA) curriculum, grades Kindergarten through 5th grade, reinforces oral language through Speaking and Listening instruction. Kindergarten through 2nd grade provides two separate daily strands for Skills and Knowledge, while grades 3-5 use an integrated approach.
- *Phonological Awareness and Phonics* instruction occurs throughout PreK and 2nd grade within the high-quality instructional materials Creative Curriculum and CKLA through play-based activities, explicit, systematic instruction, and later morphology and advanced words analysis in grades 3-5.

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- *Fluency* in grades K-5 is incorporated through a partnership of systematic decoding practice with oral reading and partner reading within content-connected, on-grade-level texts.
- *Vocabulary* is incorporated through contextual and thematic instruction within units of study throughout grade levels, based in historical and scientific areas of study. Direct instruction of vocabulary is included through “I do-we do-you do” framework for explicit instruction.
- *Comprehension* skills are included within daily instruction through building background knowledge on topics, reinforcing and applying decoding skills. Students are guided through analyzing text structures, identifying the author’s tone and purpose through daily practice with on-grade-level texts. Students respond to the text with written responses, dialogue, and questioning in daily lessons.

Reading assessments inform instruction and include the essential components of literacy development: iReady, FastBridge, mClass-DIBELS, myIGDIs, and CKLA benchmarks/end-of-unit assessments. Throughout lessons, teachers utilize data-driven instruction and academic monitoring to determine reteaching needs of individual students.

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.

To meet the diverse needs of all students, Word Recognition assessment data inform instruction for PreK-5th-grade students and align with the science of reading, structured literacy, and foundational literacy skills. The assessments include the iReady Inform for Reading, administered three times per year, and measure reading skills across the following domains: Phonological Awareness, Phonics, and High-Frequency Words. The Fastbridge assessment, administered three times a year in Kindergarten, measures letter names, letter sounds, and onset sounds. The Fastbridge assessment, administered three times a year in First Grade, measures nonsense words, sentence reading, sight words, and word segments. PreK students are assessed through myIGDIs three times a year in the following domains: phonological awareness (measured by the rhyming- fall, winter, spring and alliteration- winter and spring subtests) and alphabet knowledge (measured by the sound identification subtests in fall, winter, and spring).

Systematic and explicit instruction (for PreK-5th grade students) in the sub-skills such as Phonological Awareness, Decoding, and Sight Recognition under the Word Recognition Strand of the Reading Rope is provided daily using structured literacy curricula such as Creative Curriculum, Core Knowledge Language Arts (CKLA), and Heggerty, designed to help students build knowledge and skills systematically to meet grade-level English/Language Arts 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.

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A.C. Corcoran uses universal screener data (Fastbridge K-1, iReady 2-5, mClass DIBELS 1-5) and diagnostic assessment data (iReady Inform K-5) to determine skill needs and strengths. Using results from universal screener and diagnostic assessments, the literacy team is also able to create targeted pathways of intervention, including Tier 2 and Tier 3 (word recognition or language comprehension) for students in K-5th grade who are failing to demonstrate grade-level reading proficiency. In alignment with MTSS guidelines, students are provided with intervention supports using targeted pull-out intervention with interventionists, within the classroom in small group instruction, by refining iReady personalized instructional pathways for students, utilizing mClass intervention instruction, and conducting regular progress monitoring of curricula/standards mastery. Prekindergarten teachers utilize myIGDIs as a progress monitoring tool three times a year to support the individual literacy needs of their students.

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.

The systems in place to help parents at A.C. Corcoran understand how they can support the student as a reader and writer at home are provided in multiple ways. During the second quarter, parent-teacher data conferences are mandatory. Parent and Teacher communication occurs throughout the school year, providing further support and strategies for practice and enrichment at home. Creative Curriculum and Core Knowledge Language Arts (CKLA) provide family-friendly guidance documents aligned to the Science of Reading practices and skills being taught within curricula. These guidance documents are sent home to parents in Thursday folders, along with monthly updates in classroom/grade level newsletters. Universal screeners and diagnostic assessment (i.e., iReady, Fastbridge, mCLASS DIBELS) results are shared with families in a family-friendly format, including what students can do and the next steps for instruction. A.C. Corcoran hosts families in Make-and-Take opportunities, providing knowledge rooted in the Science of Reading research and practices. Schoolwide events such as Read Across America and community reading partnerships reinforce helping parents understand how they can support their students as readers and writers at home. 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 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.

Our school effectively monitors reading achievement and growth for PreK-5th grade students using a comprehensive approach. Our approach uses systematic data collection, analysis, and intervention strategies to promote increasing reading achievement. Data collection methods for the monitoring of reading achievement and growth at the classroom and school level include, but are not limited to, formative assessments (i.e., CKLA curriculum student activity pages, quizzes, and i-Ready Personalized Instruction pathway). In addition, another data collection method is summative assessments (i.e., CKLA Curriculum end-of-unit assessments, benchmark assessments, beginning, middle, and end-of-year i-Ready diagnostic

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assessments). As a result of progress monitoring, decisions about PreK-5th grade intervention are based on all available data to ensure grade-level proficiency in reading is achieved using the Tiered Intervention Model. Tier 1 Universal instruction is provided in the classroom with evidence-based practices that support all students. Students performing one to two grade levels below on i-Ready Inform assessments are identified for Tier 2 targeted small group interventions for students who need additional support provided by the classroom teacher (receiving a double dose with Tier 1 instruction and targeted small group instruction). Tier 3 intensive instruction for students with reading challenges scoring 3 or more grade levels below (or are between the 1-10 percentile) on i-Ready Inform assessments, receiving a triple dose with Tier 1 instruction, targeted small group, and intensive instruction with literacy interventionists.

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.

A.C. Corcoran provides professional development on the science of reading, structured literacy, and foundational literacy skills to support all students in PreK-5th grade. Some examples include LETRS and CKLA curriculum and instruction training provided through job-embedded coaching cycles, district coaching cycles, professional development sessions, and PLC support.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• Data-informed decisions- iReady Data, FastBridge Data, mCLASS/DIBELS and (K-2nd) Curricular data to plan instruction and group students. • LETRS-trained interventionists serving Tier 3 students, providing individual intervention when needed. • Tier 3 students (1st-5th grade) are provided with intervention, and their progress is closely monitored. • Accommodations for students are provided. • Provide a wide variety of access to reading material- books and Apps: Epic, iReady, CKLA Required Texts, and Bean Stack.	• Continued growth in analyzing student data to inform small group skills, student placements, and progress monitoring. • Implementation of delivering CKLA curriculum and the South Carolina State Standards. • Increase alignment between standards, instruction, and assessments • In grades K-5, continue professional development in utilizing iReady student personalized instruction and monitoring usage and progress. • Setting high expectations for students by addressing the rigor of the standards within instruction.

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• Daily communication to parents through the use of Dojo/Talking Points and/or a daily agenda, and a weekly folder to communicate academic progress. • A Mental Health counselor on-site to work with students having social/emotional difficulties in class, to focus on daily tasks to be successful. • Implementation of CKLA, including Knowledge and Skills Strands in K-2nd and Units in 3-5th. • Implementation of Heggerty's curriculum CD-2nd • PLC meetings occur two times per week for 50 minutes for all teachers K-5, and once a week for CD teachers. • Class schedules are designed to protect Tier I instruction for all students. • Literacy events are in place to help parents understand how they can support the student as a reader and writer at home.	• Teachers and students will participate in goal setting using iReady Inform results and personalized instruction lessons in iReady. • Increasing the use of Tier 2 and Tier 3 vocabulary through iReady and CKLA curriculum. • Teachers will internalize CKLA lessons to support instruction and align to standards. ○ PLC- DDI (Data Driven Instruction) including- Unpacking standards (Know/Show), anticipating gaps and misconceptions, Practice ○ Analyze data to inform reteach planning • Continue teacher professional development in the Science of Reading Approach through LETRS training and increase the application of learning.
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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> <u>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 22.1 % to 27.1 % in the spring of 2026.	Meets and Exceeds- 39.6% (25-26 School Year) Does Not Meet- 23.6% (25-26 School Year) A.C. Corcoran exceeded our goal of Meets and Exceeds by 12.5%. Our school's Exceptional Children are performing below proficiency expectations, with reading proficiency at 11.8%

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	Our school's Multilingual Learners are increasing proficiency in reading at 45.2% (meets and exceeds) and an increase of 25.2% from the previous school year. Our current school-wide data suggests the need for continuing and refining our instructional practices to further increase alignment with proficiency goals and address the specific challenges faced by EC students and ML students.
<u>Previous Goal #2 (Kindergarten and First Grade Goal):</u> <u>Goal #2:</u> Increase the percentage of first graders scoring early on and/or above in the spring of 2025 as determined by iReady from 29.4 % to 36.4% in the spring of 2026.	Spring of 2026- Early on (11.3) and/or mid or above (25) Combined Total-36.3% Corcoran missed our goal by a tenth of a point. Our school's Exceptional Children performance: Early on and Mid or above- 0% Our school's Multilingual Learners performance: Early on 7.8% and Mid or above- 19.6% Combined Total- 27.4% Our current school-wide data suggests the need for continuing and refining our instructional practices to further increase alignment with proficiency goals and address the specific challenges faced by EC students and ML students.

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
<u>Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2027 as determined by SC READY from 39.6 % to 42.6 % in the spring of 2026.	Identify the specific concepts or skills that need to be taught or reinforced. These concepts should be addressed during WIN Time with a focus on the identified misconceptions or knowledge gaps. Concepts and skills will be identified through the DDI process in PLC using assessments such as iReady and core content unit assessments. Utilize formative assessments regularly: Quizzes, observations, and class discussions provide ongoing feedback and allow teachers to adjust instruction.
<u>Previous Goal #2 (Kindergarten and First Grade Goal):</u> <u>Goal #2:</u> Increase the percentage of first graders scoring early on and/or above in the spring of 2026 as determined by iReady from 36.4% to 39.4% in the spring of 2027.	Identify the specific concepts or skills that need to be taught or reinforced. These concepts should be addressed during WIN Time with a focus on the identified misconceptions or knowledge gaps. Concepts and skills will be identified through the DDI process in PLC using assessments such as iReady and core content unit assessments. Utilize formative assessments regularly: Quizzes, observations, and class discussions provide ongoing feedback and allow teachers to adjust instruction.