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? 3
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 23
- 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? 3
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? 2
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year? 0

Section A: Describe how reading assessment and instruction for all PreK-5th grade students in the school includes oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to aid in the comprehension of texts to meet grade-level English/Language Arts standards.

The reading curriculum used at Drayton Hall Elementary is CKLA Amplify. CKLA is a research and evidence-based curriculum that aligns with the Science of Reading. It is the curriculum that Charleston County School District adopted in 2024. In grades kindergarten through second grade, there are two components of the curriculum: skills block and knowledge block. Each block is sixty minutes long daily. Third grade is a total of 120 minutes due to the addition of an extra read-aloud. In fourth and fifth grade, the Knowledge Block emphasizes building comprehension skills. Students engage in a 90-minute daily literacy block designed to deepen understanding and strengthen reading proficiency. Grades CD (Child Development) through grade two also incorporate the Heggerty curriculum within daily reading instruction. The Heggerty curriculum takes about 10 minutes daily and focuses on phonological awareness, one of the essential beginning reading strands in Scarborough's Reading Rope. The iReady reading assessment is given to students K-5 and addresses the domains of phonemic awareness, phonics, high frequency words, vocabulary as well as comprehension in literature and informational text. Students take the diagnostic three times a year to measure both their achievement and growth in each of these subdomains. Based on their performance, data is used to create small groups within the classroom as well as identify students for intervention.
The CD classes use the IGDI assessment, which works on phonics skills, vocabulary, and other foundational skills. In grades K and 1 we also use the Fastbridge screener, which looks at letter and sounds identification, sight words, word segmenting, nonsense words, and reading sentences/passages. These are all subtests that help identify areas of strength and weakness our students may have. Built into the CKLA curriculum are formative assessments to monitor students' learning progress. In grades 3-5, we also use district-created checkpoint assessments to inform our instructional decisions.
Our reading intervention curriculum is also based on the Science of Reading. Our reading interventionists serve tier two and high-priority tier three students in grades one through five. Depending on individual needs, students are placed into one of the three district-approved curricula and are

progress monitored through Fastbridge. The weekly progress monitoring is determined by the student's individualized focus (for example, nonsense words or comprehension of a grade-level passage). We are using SpireUp intervention program to address these domains of literacy.
In grades three through five, the students are given district checkpoints three times a year. The checkpoints mimic SC Ready-type questions, and the data is used to drive instruction. The checkpoints are not graded but instead used as an instructional tool to help teachers know which standards are being mastered or need to be retaught. All of Drayton Hall's Elementary reading diagnostics, progress monitoring, summative assessments, and formative assessments directly align with the South Carolina English/Language Arts standards. These assessments assess skills of oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

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.

In our early childhood grades, teachers work with students to quickly and automatically interpret letters and the spelling pattern sounds of written words. They start with simple, repetitive, CVC words that students can grasp quickly. Once word recognition skills are established, students can identify words and their meanings and become fluent readers. Our CD through grade one curricula, along with small group instruction, focus on identifying graphemes and phonemes. Once this essential reading skill is taught, practiced, and assessed, the instruction changes to blending, decoding, and encoding sounds. These reading skills are directly aligned with the Science of Reading and are part of the word recognition strands on Scarborough's Reading Rope.
In kindergarten and first grade, teachers systematically and explicitly teach the letter sounds. Students are exposed to words with sounds that were taught in isolation and then within decodable text. Students also practice repeated reading orally to build fluency. Classrooms have sound walls to support students with phonics, decoding, spelling, and orthographic mapping, as well as serve as a visual reference.
Word Recognition is assessed in FastBridge for our K-1 students and some of the students identified for intervention. CKLA has word recognition tests built into their curriculum to assist in the creation of small groups for students. In grades CD through first, there is a lot of work in the curriculum on identifying graphemes, phonemes, letters, and sounds in order to identify sight words. Sound walls are also represented in classrooms to help with the sounds of letters in the words and the different spellings to help them sound out and decode difficult words. Students apply automatic word recognition to read decodable passages, supporting fluency and comprehension.

In grades 2 and 3 word recognition is taught and assessed through a variety of spelling patterns, reading and spelling multisyllabic words, and reading these words in a variety of decodable readers. In grade 2, students are working on more advanced phonics skills and working on reading words with automaticity. They use tools such as decodable readers and spelling cards to help students read tricky words as well as decode multisyllabic words. In third grade they are moving from decoding words into doing more word study activities. They work on spelling patterns, grammar, and developing vocabulary morphological analysis to enhance their writing. In grades 4-5 students are continuing their morphology analysis as well as working more on academic vocabulary. Students are introduced to greek and latin roots, prefixes and suffixes, and complete vocabulary analysis.

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.

The iReady Inform and Fastbridge diagnostic screeners are used to determine students that need extra support within the classroom and/or out of the classroom. For Tier 2 students, the data collected from both screeners is then used to determine which intervention program best suits the student. Progress monitoring is then used and monitored monthly during trend checks to determine the needs of these students. The Fastbridge screeners also provide a risk level to determine the level of support students may require. Staff members use then phonics screener to identify areas of difficulty for students who are struggling with phonics. The screener is used to determine the specific breakdown in word recognition or language comprehension skill. The data from these multiple data points assist with the decision about types of instruction, small group groupings, and curriculum. This data is monitored by interventionists, coaches, and the MTSS team, which is then used to develop action plans and groupings for these students based on their needs.
I-Ready inform and Fastbridge diagnostic create reports that give nationally normed percentiles, grade level equivalents, and/or risk levels to assist teachers in making individualized instructional decisions about student reading pathways. Once students are in intervention for these early reading skills, progress monitoring through Fastbridge is implemented weekly. The literacy team reviews these points monthly during trend checks to determine any necessary changes to help support each child's goal on the path to grade-level reading proficiency.
Our early elementary and reading interventionists have either completed or are in the process of completing LETRS. LETRS is a two-year professional development course that is research and evidence-based and supports the Science of Reading. The skills and knowledge gained in this course increase teacher knowledge and provide strategies and tools to implement effective and structured literacy instruction within the classroom.

Section D: Describe the system in place to help parents in your school understand how they can support the student as a reader and writer at home.

Parent communication is a big focus at Drayton Hall Elementary. After each iReady inform assessment, parents receive a family report that identifies a student's overall performance, percentile compared to same-aged peers, performance in each subdomain, as well as what students can do and next steps. The next steps provide parents with information on strategies and suggestions on things they can do at home. We do the same in grades K-1 with the reading Fastbridge reports as there is a section for teachers to write comments. For students in reading intervention, they receive progress reports with interim assessments and report cards, so parents can see how their student is performing. During quarter one of school, teachers are required to have a data meeting with parents where they talk about the students' performance, provide data, and discuss ways they can help at home as well. During these conferences, with some of the third-grade student parents, teachers, and the reading coach, have conversations about student performance and the potential of students being at risk for retention due to the Read2Succeed initiative. 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 . Teachers document parent communication in PowerSchool, allowing them to view historical trends in parent communication throughout the student's career. Throughout the year, when teachers have concerns about students' academic, behavioral, or social-emotional progress, we hold Individual Problem-Solving meetings (IPS). Sometimes we hold them in-house with staff members first to help

problem-solve, but most of the time we invite the parents in to discuss the concerns. We work as a team to make a plan that best suits that individual student. Drayton Hall also hosts a Family Literacy Night in the Spring, where families participate in a variety of literacy activities and take home resources, games, and books.

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.

Reading growth is consistently measured for all students at Drayton Hall Elementary. Three times a year, district-approved assessments (Myigids, Fastbridge Early Reading, and I-Ready Reading) are administered. Teachers hold frequent data conferences with individual students, using data from the student's reading I-Ready pathways. Many teachers hold data chats with students before tests are administered to review past data, discuss goals, and provide strategies for students to show further progress.
In the Pre-K and K classrooms, most progress monitoring and intervention is done within the classroom. These teachers have not only curriculum and specified screener assessments, but they have also created their own checklists on foundational skills. They consistently monitor students' progress in identifying letters, sounds, and words (Kindergarten). In Kindergarten through fifth grade, teachers use PLC time to check in on students' iReady progress, ensure no domains are inactive, and assess how students are performing on their personal pathways. Teachers use student growth reports and historical reports to monitor student progress and provide support in areas of weakness. Students in intervention are progress monitored using designated Fastbridge assessments that are mandated, and some have extra assessments based on their individual needs.
The literacy coach facilitates monthly "trend checks" with the reading interventionist to monitor student progress and discuss individual students or groups to plan next steps. The CKLA curriculum provides formative and summative assessments throughout each unit, allowing teachers to monitor how students are comprehending the current grade-level standards. Student progress is also measured in grades 3-5 by district created checkpoints that are given four times a year based on the district scope and sequence. These checkpoints are then discussed at PLC to discuss trends and next steps for teaching.
Once a month, the MTSS team meets to review progress monitoring for the students being served in reading intervention. The MTSS team makes decisions based on the growth or needs of identified students. Three times a year, the MTSS team will analyze school-wide diagnostic data to look for trends, areas of concern, and/or students that need additional reading support. Next steps are determined and are implemented in an appropriate time frame. The ongoing monitoring of reading achievement ensures all students' needs are met to help support grade-level proficiency. At the end of the school year, we determine a priority list of students based on spring data so we are ready in the fall.

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.

All teachers in grades K-3, resource coaches, administrators, and intervention specialists have been advised, and a majority have attended LETRS training, which is based on the Science of Reading. We have six teachers that are currently in the training for LETRS. The literacy coach will be reviewing valuable information from the LETRS training in the PLC with all teachers. During instructional planning days, both the standards and curriculum are broken down, planned for, and teachers are given support. The literacy coach is leading DDI work in PLCs, focusing on curriculum and district assessments. As teachers have needed additional support, especially in the Pre-K, the coach has arranged for district specialists to provide professional development to those teachers. The current adopted reading curriculum, CKLA, is also based on the science of reading, which teachers. We use planning days with teachers, coaches, and administrators to review upcoming units and standards, adjusting pacing and planning for instruction.

Section G: Analysis of Data

Strengths	Possibilities for Growth
● We surpassed our goal of students that scored meets and exceeds on SCReady. ● Grades three through five had more students score meets and exceed than were predicted by the iReady projected proficiency report. ● Students in first grade grew in all domains on the iReady assessment to surpass their goal of students scoring on and above grade level.	● Increase our number of students scoring a three or four on the TDW portion of the SCReady assessment. ● Increase the amount of students scoring meets and exceeds on the Reading Literary Text on SCReady Reading test. ● Increase the growth of the lowest performing 20% of students on iReady projected proficiency report.

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).

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Goals	Progress
Previous Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 71.4 % to 74.5% % in the spring of 2026.	Third grade students surpassed our goal of 74.5% by 11%! We had 85.5% score meets and exceed on SCReady.
Previous Goal #2: Increase the percentage of 3-5 students scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 77.4 % to 81.4 % in the spring of 2026.	Students in grades three through five surpassed our goal of 81.4% by 3.8%. We had 85.2% of students score meets and exceed on SCReady.
Previous Goal #3: Increase the percentage of first graders scoring early on/mid and above in the fall of 2025 as determined by iReady from 19.6 % to 65% in the spring of 2026.	Students in first grade surpassed our goal of 65% scoring early on/mid and above grade level by 7.7%. 72.7% of first graders scored early on/mid and above grade level on the iReady assessment.

Section I: Current SMART Goals and Action Steps Based on Analysis of Data

- All schools serving students in third grade MUST respond to the third grade reading proficiency goal. ***Note the change in language for the 3rd grade goal to align with the 2030 vision of 75% of students at or above grade level***. Schools that do not serve third grade students may choose a different goal. Goals should be academically measurable. **All goals should align with academic growth or achievement.** Schools must provide a minimum of two goals.

- 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 2025-26 as determined by SC READY from 85.5 % to 86.2% in the spring of 2026-27.	GT teacher will serve 14 students identified as gifted and talented on the CoGAT/IOWA test. They have enrichment for 125 minutes weekly. ML teacher will provide reading enrichment for 2 students identified as ML. Intervention will serve students that are on the critical intervention list and those on the strategic as space permits. They will get 3 or 5 days of instruction using SpireUp or 95percent group curriculum. In PLC's - GT teacher will provide ongoing PD with enrichment activities that can be done in GenEd classes (brainboosters and SOS games). - Coaches and teachers will continue DDI work with assessments and district assessments and unpacking instructional standards. - Teachers and Reading Coach will monitor iReady student pathways and make adjustments to pathways as well as assign lessons to enrich students. - Coaches and teachers will monitor midyear iReady Inform growth and the projection report to adjust student support for the second semester. SOS games available to teachers to use for enrichment, rainy day recess, class incentive days to focus on students areas of strength or weakness. The Reading and Math coach will complete online training tools with third graders before testing.

Current Goal #2: The percentage of students at Drayton Hall Elementary in grades 3-5 scoring meets or exceeds on SC READY ELA will increase from 85.4% in June 2025 to 87.4% by June 2026.	GT teacher will serve 72 students identified as gifted and talented on the CoGAT/IOWA test. Students in third receive 125 minutes weekly and students in fourth and fifth receive 200 minutes weekly. ML teacher will provide reading enrichment for 19 students identified as ML with direct services or push-in services. Intervention will serve students that are on the critical intervention list and those on the strategic as space permits. They will get 3 or 5 days of instruction using SpireUp or 95percent group curriculum. In PLC's - GT teacher will provide ongoing PD with enrichment activities that can be done in GenEd classes (brainboosters and SOS games). - Coaches and teachers will continue DDI work with assessments and district assessments and unpacking instructional standards. - Teachers and Reading Coach will monitor iReady student pathways and make adjustments to pathways as well as assign lessons to enrich students. - Coaches and teachers will monitor midyear diagnostic growth and the projection report to adjust student support for the second semester. The Reading and Math coach will complete online training tools with 3-5 before testing.
Current Goal #3: Increase the percentage of kindergarten through second graders scoring on/mid and above grade level in the spring of 2025-26 as determined by iReady from 81.7 % to 83.7% in the spring of 2026-27.	Intervention will serve students that are on the critical intervention list and those on the strategic as space permits. They will get 5 days of instruction using SpireUp curriculum. In PLC's - GT teacher will provide ongoing PD with enrichment activities that can be done in GenEd classes (brainboosters and SOS games).

	- Coaches and teachers will continue DDI work with assessments and district assessments and unpacking instructional standards. - Teachers and Reading Coach will monitor iReady student pathways and make adjustments to pathways as well as assign lessons to enrich students. - Coaches and teachers will monitor midyear diagnostic growth and the projection report to adjust student support for the second semester.