

South Carolina Department of Education
Read to Succeed **DISTRICT** Reading Plan
2026-2027
Charleston County School District

Directions: Please provide a narrative response for sections A-I.

Section A: Describe how reading assessment and instruction for all students in the district 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.

In the Charleston County School District, students participate in comprehensive diagnostic testing three times per year. In elementary school, students are assessed using MyIGIDIs, FastBridge earlyReading and FastTrack, and iReady Reading.

- MyIGIDIs is given to pre-kindergarten students. MyIGIDIs assesses early literacy and reasoning skills, providing educators with valuable information regarding current levels of performance, guidance for tiered support in the classroom, and growth measures as the year progresses.
- FastBridge earlyReading is given to all students in kindergarten and first grade to assess discrete literacy skills such as concepts of print, onset sounds, letter-sound correspondence, syllabication, nonsense words and decoding, as well as comprehension and fluency. FastBridge provides very specific information to teachers and parents regarding strengths and areas of improvement for students on specific early literacy skills such as phonological awareness, phonics, and fluency. FastBridge FastTrack is also used for progress monitoring in K-8 literacy intervention.
- iReady is given to students in grades K-8 three times a year (BOY, MOY & EOY). iReady is a computer-adaptive test that assesses students in the areas of phonological awareness, phonics, vocabulary, and comprehension. iReady provides teachers and parents with information regarding current reading abilities and how students are performing compared to similar students across the nation. It also provides guidance on where additional support is needed and where extension opportunities may be present. iReady is also used to provide differentiated instruction. After the diagnostic, students are each provided with an individualized lesson path that is specifically designed for their needs based on their performance on each diagnostic assessment.

These three assessments, combined with standards-aligned curricular assessments, allow educators and leaders to monitor student literacy achievement and growth. Alongside iReady in grades 3-8, CCSD also administers three SCReady-like Checkpoints that are standards-aligned to help track progress toward standards mastery at the end of each grade level. Each of these various assessments allows us to target and monitor specific literacy skills to ensure progress for all students.

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Instructional Implications:

- **Oral Language:** Across the district, students are learning oral language in many different ways. PreK teachers use the Creative Curriculum to engage students in rich discussions around books and thematic units. In grades K-5, we use Amplify's Core Knowledge Language Arts (or CKLA) as our core ELA curriculum. This curriculum is grounded in the science of reading research and is content-focused. CKLA uses high-interest topics to encourage discourse amongst students to strengthen their oral language skills, while building their background knowledge in Science, Social Studies, and humanities/ arts content.
- **Phonological and Phonemic Awareness (K–2)**
Heggerty supports foundational literacy standards by providing systematic instruction in phonological and phonemic awareness. Students develop the ability to recognize, segment, blend, and manipulate spoken words, syllables, and individual phonemes, which are essential skills for early reading success.
- **Phonics and Word Recognition (K–2)**
CKLA Skills provides explicit, systematic phonics instruction that aligns with foundational literacy standards. The program emphasizes letter-sound correspondence, decoding strategies, and automatic recognition of high-frequency words, helping students build strong word recognition skills.
- **Reading Fluency (K–5)**
Instruction progresses from decoding and sight-word recognition in the primary grades to fluent reading of increasingly complex text in grades 3–5. This progression supports foundational literacy standards by helping students read with accuracy, appropriate rate, and expression, which contributes to improved comprehension.
- **Comprehension and Oral Language (K–5)**
Amplify CKLA integrates reading, speaking, listening, and comprehension activities that align with South Carolina standards for literature and informational text. These experiences support the development of oral language, vocabulary, critical thinking, and understanding of complex texts while reinforcing the Applications of Reading and Written and Oral Communication standards.

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Section B: Document how reading instruction and assessment for all students in the district are further aligned to the science of reading, structured literacy and foundational literacy skills.

CCSD has adopted high-quality instructional materials at every grade level that are aligned to the Science of Reading, current literacy research, and South Carolina English Language Arts standards. In addition to universal screeners, diagnostic assessments, and progress-monitoring tools, teachers use curriculum-embedded assessments to guide daily instruction and plan for accelerated growth. These assessments provide timely information about student learning and help teachers adjust instruction to ensure students build a strong literacy foundation, achieve standards mastery, and develop college and career readiness skills.

CCSD's adopted literacy curricula include **Creative Curriculum** for PreK, **Amplify CKLA** for grades K-5, **StudySync** for grades 6-8, and **Into Literature** for grades 9-12. These high-quality instructional resources provide equitable access to grade-level content and support students in meeting the expectations of the South Carolina College- and Career-Ready Standards.

PreK:

Teachers use Creative Curriculum to engage students in foundational literacy experiences through intentional, integrated instruction that promotes oral language, vocabulary, and early literacy development. To strengthen foundational reading skills, PreK teachers implement the Heggerty Phonemic Awareness curriculum, which provides systematic instruction in phonological and phonemic awareness aligned to South Carolina foundational literacy standards.

Grades K-2:

Students receive 60 minutes of Skills instruction focused on foundational reading, phonics, and writing, along with 60 minutes of Knowledge instruction that develops comprehension, vocabulary, content knowledge, and communication skills. Kindergarten teachers implement Heggerty Phonemic Awareness, while grades 1-2 use Heggerty Primary for approximately 10 minutes daily to reinforce phonemic awareness and support decoding development. Amplify CKLA provides systematic, explicit instruction aligned to foundational literacy standards and the applications of reading, research, and written and oral communication standards.

Grades 3-5:

Students participate in 120 minutes of integrated literacy instruction through the CKLA Knowledge strand. Instruction emphasizes comprehension, writing, vocabulary development, critical thinking, and analysis of grade-level text. CKLA's content-rich approach intentionally integrates science, social studies, humanities, and the arts, enabling students to build both literacy skills and background knowledge while mastering grade-level standards. For students in grades 3–5 who demonstrate unfinished foundational literacy needs, diagnostic data are used to identify specific gaps in phonological awareness, phonics, decoding, word recognition, or fluency. Students receive explicit, systematic instruction through differentiated core instruction and/or supplemental intervention aligned to the identified skill need.

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Grades 6-8:

Through StudySync, students engage in integrated reading, writing, speaking, and listening instruction. The curriculum develops critical thinking through a wide range of literary and informational texts, multimedia resources, and collaborative learning experiences. Students strengthen skills in close reading, vocabulary development, grammar, research, analysis, and argumentation while learning to evaluate how authors construct meaning.

Grades 9-12:

Into Literature provides a comprehensive English language arts program that develops analytical readers, effective communicators, and proficient writers. Students engage with both classic and contemporary texts through close-reading routines, text-based discussions, and analytical writing experiences. The curriculum emphasizes critical thinking, intellectual stamina, text-dependent analysis, and communication skills that prepare students for postsecondary education and future careers.

Section C: Document how the district uses universal and interim assessment data, in conjunction with diagnostic assessment data to assist schools in determining pathways of intervention for students who have failed to demonstrate grade-level reading proficiency.

CCSD's 2026–2027 Intervention Guidelines establish a Multi-Tiered System of Supports (MTSS) that uses data to identify student needs and provide appropriate literacy and math support. All students receive high-quality, grade-level core instruction (Tier 1), while those needing additional assistance receive targeted intervention (Tier 2) or intensive, individualized intervention (Tier 3). These interventions supplement core instruction. The process begins with universal screening at the beginning, middle, and end of the year. School-based MTSS teams then review multiple data sources and diagnostic assessments, as needed, to identify specific skill gaps and determine appropriate support, prioritizing students with the greatest needs.

Based on this review, teams select district-approved programs, establish measurable goals, and document intervention plans in Panorama. Additional classroom-based assistance is recorded through Support Notes. Intervention intensity, group size, and duration reflect each student's demonstrated needs. At the elementary level, Tier 2 guidance calls for 80–100 minutes weekly in groups of three to six students, while Tier 3 calls for 180–225 minutes weekly in groups of one to three. Interventions are monitored regularly and adjustments are made based on student progress. Kindergarten support typically occurs within the classroom and emphasizes foundational literacy and number-sense skills.

Throughout intervention, teams monitor student growth using FastBridge, program assessments, classroom performance, and teacher observations. Wellness Checks occur every four to six weeks to determine whether support should be maintained, adjusted, intensified, or reduced. When multiple measures demonstrate sustained growth and students successfully apply their skills in the classroom, teams may transition them to less intensive support through Graduated Monitoring. Continued monitoring helps ensure that students maintain progress toward grade-level expectations.

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Families are partners in the intervention process. When intervention begins, families are notified of the identified literacy need, proposed intervention, frequency and duration of services, and the student's measurable goal. Family input is considered when developing and reviewing intervention plans. Families receive progress updates at least quarterly and are notified when intervention services are adjusted, intensified, reduced, or discontinued, with communication provided in the family's preferred language.

Section D: Describe the system in place to help all parents throughout the district understand how they can support the student as a reader at home. In CCSD, families are encouraged to partner with their child's teachers throughout the school year to support literacy development and monitor reading progress. Beginning with Back-to-School Nights, schools communicate the importance of reading, explain how literacy needs will be addressed for all students, share how reading growth will be monitored, and provide literacy activities in more than 10 languages that families can easily implement at home. These resources equip families with practical strategies to reinforce reading skills and support student learning beyond the school day.

To ensure families remain informed about their child's literacy progress, the district designates a Family Data Conference Day each fall. During these conferences, teachers review beginning-of-year assessment results, discuss first-quarter progress, identify individual literacy strengths and areas for growth, and collaborate with families to develop specific actions that can support and accelerate student achievement. Following each assessment window, families also receive the *i-Ready for Families Diagnostic Results Report* and the *Understanding Your Student's i-Ready Diagnostic Results Report for Families* in 17 languages, providing clear information about their child's reading performance and next steps for continued growth.

Additionally, CCSD maintains ongoing communication with families through progress reports, parent-teacher conferences, MTSS meetings when appropriate, and regular updates regarding intervention and enrichment opportunities. CCSD launched a Read to Succeed family website that not only provides transparency regarding Read to Succeed implementation but also offers a growing collection of literacy resources, reading activities, and guidance for supporting reading development at home. The website will be updated regularly to ensure families have access to timely, easy-to-use tools that strengthen the home-school partnership and contribute to improved student literacy outcomes. New this year, CCSD has created the Family Resource Hub, where families can access literacy resources and learning tools to support reading development at home. These resources provide actionable strategies that help families reinforce classroom learning and contribute to improved student literacy outcomes.

Section E: Document how the district provides for progress monitoring of reading achievement and growth at the district level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.

The district has established a comprehensive system of universal screening, diagnostic assessment, progress monitoring, and intervention review to identify students with literacy needs and ensure they receive targeted support. All students participate in universal reading screening three times each

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year: Fall (beginning of year), Winter (middle of year), and Spring (end of year). During each screening cycle, student data are analyzed and organized into priority categories to guide intervention planning and resource allocation.

Critical Priority includes students scoring below the 30th percentile on universal screening measures or performing at the *Does Not Meet* level on SC READY. **Strategic Priority** includes the lowest-performing 20% of students within a school, using prior-year SC READY results for grades 4-8 and Panorama screening percentiles for grades K-3. **Targeted Priority** includes students who do not meet Critical or Strategic criteria but demonstrate specific foundational literacy skill deficits, such as phonological awareness, phonics, decoding, or fluency. School teams review Critical Priority students first, followed by Strategic and Targeted Priority students as staffing and scheduling capacity allow. Placement decisions are never based on a single data point and require a review of multiple sources of evidence.

Universal screening data serve as the first step in identifying students who may be at risk for reading difficulties. The district uses **i-Ready Reading** as the universal reading screener in grades K-8 to identify overall reading performance, growth, and potential skill gaps. **FastBridge** is used to screen for dyslexia risk and to support ongoing progress monitoring. For students identified through screening as needing additional support, teams review diagnostic and instructional data to determine the underlying cause of reading difficulty and the appropriate intervention pathway. Diagnostic information helps determine whether a student's primary need is in **word recognition** (phonological awareness, phonics, decoding, and fluency) or **language comprehension** (vocabulary, syntax, oral language, and comprehension of text). This analysis ensures that interventions are aligned to the student's specific literacy needs rather than solely to overall performance levels.

Additional assessment data are gathered from classroom performance, curriculum-based assessments, and intervention programs. For students in grades 1-5 receiving intervention, **SPIRE Up** provides ongoing mastery data related to foundational reading skills. For students in grades 6-8, **Lexia PowerUp** provides progress-monitoring data related to literacy development and intervention goals. These data sources help school teams monitor student learning and adjust instruction as needed.

Students receiving intervention services participate in FastBridge progress monitoring on a weekly or biweekly basis, supplemented by daily or weekly program-based formative assessments. School teams also conduct **Wellness Checks** every four to six weeks to review the progress of individual students receiving intervention services. During these reviews, teams examine student growth trends, intervention implementation, and response to instruction. When students are not making adequate progress or are not demonstrating the expected rate of improvement, the literacy support plan is revised to increase intensity, adjust instructional strategies, or better align interventions with identified needs. Students demonstrating steady growth typically continue with their current intervention plan, while students meeting established transition criteria may move to **Graduated Monitoring**, where they continue to receive classroom-based supports such as WIN time or flex-group instruction while their progress remains closely monitored.

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Decisions regarding intervention continuation, modification, or exit are informed by multiple data sources, including FastBridge progress-monitoring results, i-Ready diagnostic performance, program mastery data, classroom achievement, and teacher observations. This comprehensive approach ensures that intervention decisions are data-based and responsive to student needs.

Section F: Explain how the district will provide teacher training based in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students.

Charleston County School District is committed to ensuring that professional learning translates into meaningful changes in instructional practice aligned with the science of reading. Currently, 214 educators and leaders are completing LETRS Volume 2, and 130 are beginning Volume 1. Overall, more than 1,500 educators and leaders have recently completed or are currently engaged in LETRS learning.

The district's focus extends beyond participation in training to supporting educators as they apply research-based literacy practices in their daily instruction. The Curriculum & Instruction team works alongside teachers and instructional leaders to internalize curriculum, analyze student needs, and design high-quality lessons grounded in evidence-based, science of reading practices. These structures help ensure that professional learning is consistently reflected in classroom instruction. Consistent support is also provided through walk-throughs and analysis of student data, using the Get Better Faster Data-Driven Instruction process .

To sustain implementation, CCSD's reorganized instructional coaching model provides ongoing job-embedded support through coaching, modeling, feedback, and collaborative problem-solving. This continuous support helps educators refine their practice, strengthen instructional decision-making, and effectively implement research-backed strategies to improve literacy outcomes for all students.

Section G: Analysis of Data

Strengths	Possibilities for Growth
● 67.7% of 1st Graders scored early on grade level and mid/above grade level on Spring 2026 iReady. ● 68.8% of 2nd Graders scored early/ on grade level and mid/above grade level on Spring 2026 iReady.	● 32.3% of 1st Graders scored 1 or more grade levels below expectations on Spring 2026 iReady. ● 31.2% of 2nd Graders scored 1 or more grade levels below expectations on Spring 2026 iReady. ○ A redesigned MTSS process is needed to help prevent academic gaps

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● 65% of 3-5 Graders scored Early/On Grade Level and Mid/Above grade level on Spring 2026 iReady. ● 68.4% 3-5 Graders scored Meets and Exceeds on Spring 2026 SC Ready ● 65.8% of 6-8 Graders scored Meets and Exceeds on the Spring 2026 SC Ready.	○ More dedicated time for professional learning opportunities for integrating foundational instructional skills in phonics instruction, including intervention ● 34.8% of 3-5 Graders scored below expectations on Spring 2026 iReady. ● 31.6% of 3-5 Graders scored Approaches/ Does Not Meet Expectations on Spring 2026 SC Ready ○ 23.4% of students with disabilities in grades 3-5 scored at the Meets or Exceeds level on the Spring 2026 SC READY assessment. ○ 34.7% of 3-5 Multilingual Learners scored Meets and Exceeds on Spring 2026 SC Ready. ○ Continue to partner with our ML and SPED departments to focus on alignment for our students and educators, especially with intervention ● 34.2% of 6-8 Graders scored approaches/ Does Not Meet Expectations on Spring 2026 SC Ready. ○ 18.7% of Students with Disabilities in Grades 6-8 scored at the Meets or Exceeds level on the Spring 2026 SC Ready assessment. ○ Increased instructional support is needed for Reading Literary Text, Writing, and Research and Evaluating Ideas. ○ 33.4% of Multilingual Learners scored Meets and Exceeds on the Spring 2026 SC Ready. ○ Increased instructional support is needed for Research and Evaluating Ideas for Multilingual Learners
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Across grade spans, districtwide data indicate that approximately one-third of students remain below grade-level reading expectations despite overall proficiency rates above 65%. The greatest concern is the persistent performance gap for Students with Disabilities and Multilingual Learners, particularly in grades 3–8. Early literacy data also demonstrate a continued need to strengthen foundational skill instruction and intervention before students enter tested grades. Based on these findings, CCSD will prioritize implementation of a stronger literacy MTSS system, targeted foundational literacy intervention, professional learning in data-driven instruction, and increased instructional support in Writing, Reading Literary Text, and Research and Evaluating Ideas.

Questions for District-level Survey:

1. Please provide the total number of **first** graders from the 2025-26 school year who were projected to score Does Not Meet/Approaching on SC Ready ELA by third grade: **1190**
2. Please provide the total number of **second** graders from the 2025-26 school year who were projected to score Does Not Meet/Approaching on SC Ready ELA by third grade: **1115**

Note: This number is also submitted for the annual state report card; our recommendation is to pull your district's information for the report card for this section, so all data aligns.

Section H: Previous School Year SMART Goals and Progress Toward Those Goals

Please provide your previous **district goals** from last school year and the progress your district has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s). As a reminder, all districts serving third grade were required to use Goal #1 (below).

Goals	Progress
<u>Previous Goal #1</u> Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 64.5% to 67.5% in the spring of 2026.	The number of third graders scoring Meets and Exceeds on Spring 2026 SC READY increased to 68.70%. We exceeded our goal. Our students improved significantly in Writing and Research and Evaluating Ideas. Our continued use of our HQIM, CKLA, and targeted literacy support in Skills instruction contributed to

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	this result. We will continue this work and also continue to rebuild our intervention program with the new curriculum, SpireUp.
<u>Previous Goal #2:</u> Increase the percentage of 8th grade students scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 63.6% to 68.6% in the spring of 2026.	The percentage of eighth-grade students scoring Meets or Exceeds increased from 63.6% to 65.5%, a gain of 1.9 percentage points, but did not reach the 68.6% target. Analysis of SC READY strand data identified continued opportunities in Reading Literary Text, Writing, and Research and Evaluating Ideas. In response, CCSD will strengthen standards-aligned curriculum supports, provide targeted professional learning and coaching, and expand the use of Lexia PowerUp and progress-monitoring data to address identified literacy needs.
<u>Previous Goal #3:</u> Increase the percentage of students scoring a C or higher on the English II EOC exam from 74.9% in May 2025 to 77.5% in May 2026.	The percentage of students scoring a C or higher on the English II EOC increased to 77.1% on the Spring 2026 EOC. . We did not meet this goal, falling short by 0.4%. Our Students with Disabilities subgroup performed significantly below other student populations, with 67.5% scoring at a D level or below. Data analysis also revealed a trend of some students lacking the foundational reading skills necessary to access grade-level content successfully. These gaps suggest a need for more targeted intervention focused on foundational literacy skills, differentiated instruction, and ongoing progress monitoring to ensure students receive the support needed to accelerate growth and improve achievement outcomes.

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

All districts 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.*** Districts 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.**

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While the third grade reading proficiency goal is required for schools serving third grade, districts/schools are strongly encouraged to establish additional goals that address literacy achievement and growth in other grade levels. Early literacy and grade-level proficiency goals across grade levels can help districts/schools build a comprehensive approach to ensuring all students become proficient readers.

Districts are strongly encouraged to incorporate goals from the district strategic plan. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS progress monitoring, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

Goals	Action Steps
<u>Current Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 68.7% to 70.30% in the spring of 2027.	• Encourage and ensure K-3 educators and leaders are participating fully in LETRS and ensure consistent support is provided throughout the learning by the Read to Succeed Support Specialist throughout the 2026 - 2027 school year. Evidence of implementation consists of LETRS completion records and attendance records. This action supports the goal of strengthening foundational literacy instruction and increasing reading achievement for all students, particularly Students with Disabilities. • Provide targeted professional development and job-embedded coaching on analyzing FastBridge, i-Ready, and unit assessment data, led by instructional coaches, administrators, and ELA and Intervention Facilitators throughout the 2026-27 school year; Evidence will include agendas, intervention plans, and student data analyzed. This action supports the goal of identifying and addressing skill gaps through data-driven instruction, resulting in improved reading achievement and growth for all students, particularly Students with Disabilities. • Build teachers' and interventionists' capacity to triangulate student data: FastBridge, i-Ready, unit assessments, and formative assessment data, led by administrators, instructional coaches, and ELA Facilitators through monthly professional

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	learning sessions and ongoing data meetings throughout the 2026-27 school year. The evidence will include professional development agendas and sign-in sheets, data team meeting notes, student data profiles, intervention plans. This action supports the goal of accurately identifying individual student needs, providing targeted instruction and interventions, and increasing reading achievement for all students, particularly Students with Disabilities. ● Strengthen the literacy MTSS process, led by administrators, interventionists, classroom teachers, and literacy support staff through monthly data review meetings, ongoing progress monitoring, and regular intervention planning throughout the 2026-27 school year. The evidence will include MTSS meeting agendas and notes, progress-monitoring reports, intervention schedules, student growth data, and wellness check documentation. This action supports the goal of identifying literacy needs early, preventing academic gaps, and ensuring equitable, targeted literacy support that improves reading outcomes for all students.
<u>Current Goal #2:</u> Increase the percentage of 8th grade students scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 65.5% to 68.6% in the spring of 2027.	● Create and maintain curriculum support documents, including the CCSD Scope and Sequence, standards-to-curriculum-to-assessment alignment guides, and instructional planning resources, led by district curriculum staff, ELA Facilitators, and instructional leaders on a quarterly review cycle throughout the 2026-27 school year. Evidence will include completed support documents and curriculum alignment tools. This action supports the goal of ensuring rigorous and consistent curriculum implementation, strengthening standards-based instruction, and improving literacy outcomes for all students.

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	● Provide and facilitate Lexia PowerUp professional learning for all secondary educators, led by ELA Facilitators through monthly Coaches' Meetings and quarterly Department Meetings throughout the 2026-27 school year. Evidence will include meeting agendas, Lexia usage and implementation reports, and classroom walkthrough data. This action supports the goal of strengthening educators' ability to use Lexia PowerUp effectively to address student literacy needs, personalize instruction, and improve reading achievement for all students.
<u>Current Goal #3:</u> Increase the percentage of students scoring a C or higher on the English II EOC exam from 77.1% in Spring 2026 to 78.5% in Spring 2027.	● Create and maintain curriculum support documents, including the CCSD Scope and Sequence, standards-to-curriculum-to-assessment alignment guides, and instructional planning resources, led by district curriculum staff, ELA Facilitators, and instructional leaders on a quarterly review cycle throughout the 2026-27 school year. Evidence will include completed support documents and curriculum alignment tools. This action supports the goal of ensuring rigorous and consistent curriculum implementation, strengthening standards-based instruction, and improving literacy outcomes for all students. ● Provide and facilitate Lexia PowerUp professional learning for all secondary educators, led by ELA Facilitators through monthly Coaches' Meetings and quarterly Department Meetings throughout the 2026-27 school year. Evidence will include meeting agendas, Lexia usage and implementation reports, and classroom walkthrough data. This action supports the goal of strengthening educators' ability to use Lexia PowerUp effectively to address student literacy needs, personalize instruction, and improve reading achievement for all students.

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