

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? 2
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 15
- How many teachers in your school are beginning Volume 1 of LETRS this year? 0
- How many teachers in your school are beginning Volume 2 of LETRS this year? 2
- How many CERDEP PreK teachers in your school have completed EC LETRS? 1
- 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 Sullivan’s Island Elementary, our approach to supporting students in English Language Arts (ELA) is both comprehensive and data-driven. From Child Development through 5th grade, teachers use a variety of assessments to understand each child’s strengths and areas for growth. In Professional Learning Communities (PLCs), teachers collaborate to review this data and plan instruction that best meets student needs.

Instruction (CD-5th)

In grades K–2, students benefit from *Heggerty* for phonological awareness and *UFLI* and *CKLA Skills* for phonemic awareness and phonics instruction. This layered approach ensures that every child builds a strong foundation in reading and language development. These foundational skills contribute to fluency and vocabulary development as they build confidence and skill.

All students in grades K-5 receive high-quality core instruction using the *Amplify CKLA* curriculum, which emphasizes oral language, phonological awareness, phonics, word recognition, fluency, comprehension, and vocabulary.

Assessments (CD-5th)

- **iReady:** Administered three times a year for all K-5 students, this assessment measures key ELA skills, including phonological awareness, phonics, high-frequency words, vocabulary, and comprehension (literature and informational text).

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- **Fastbridge:** For Kindergarten and 1st grade, we conduct a 1:1 Dyslexia screener three times a year, focusing on oral language, phonological awareness, and phonics.
- **myIGDIS:** In PreK, we use this 1:1 assessment three times annually to evaluate oral language, phonological awareness, and vocabulary growth.
- **Curriculum Assessments:** The *CKLA* program provides Mid-Unit, Unit, and benchmark assessments to help teachers analyze student performance and growth in phonics, vocabulary, fluency, and comprehension. Teachers also use more frequent formative assessments such as student writing samples and workbook pages to determine skills for re-teaching or extension.

SC Standards

Instructional practices and materials utilized at SIES ensure students are instructed in the South Carolina grade-level expectations in Foundational Literacy, Applications of Reading, Research, and Written and Oral Communications standards.

- **Phonological and Phonemic Awareness (K–2):**
The use of *Heggerty* and *UFLI* directly supports foundational literacy standards, which require students to demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **Phonics and Word Recognition (K–2):**
Both *UFLI* and *CKLA Skills* explicitly align with foundational literacy standards, as well as focusing on decoding words and recognizing sight words—core components of SC standards for early literacy.
- **Reading Fluency (K–5):**
The progression from decoding to fluency supports the foundational literacy standards, which emphasize reading with accuracy, rate, and expression. This progression begins with fluently recognizing sight words in Kindergarten to quickly and accurately reading phrases and sentences in grades 3-5.
- **Comprehension and Oral Language (K–5):**
Amplify CKLA integrates speaking, listening, and comprehension tasks aligned to SC standards for literature and informational text, which aligns to the Applications of Reading and Written and Oral Communications standards.

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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.

At Sullivan’s Island Elementary, our Word Recognition instruction focuses on building strong foundational skills in phonological awareness and phonics decoding to support early literacy. Grounded in the Science of Reading, our approach ensures students develop the essential skills needed to become confident readers and writers.

Instructional Practices in Grades CD–2

- **Phonological Awareness:** All CD through 2nd-grade classrooms implement daily lessons using *Heggerty Phonemic Awareness*, ensuring students develop critical early phonological skills.
- **Phonics Instruction:** In our Kindergarten through 2nd grade classrooms, we utilize *UFLI Foundations*, which emphasizes phonemic awareness, phonics, decoding, and encoding. This instruction is further supported by the CKLA Skills program, which provides a comprehensive foundation in early reading to include writing instruction.

Instructional Practices in Grades 3–5

In grades 3–5, teachers continue using our structured literacy curriculum, *CKLA*. This focus on word structure and meaning helps strengthen Word Recognition skills and supports more advanced reading and writing development.

- **Fluency:** As students move into grades 3–5, *CKLA* transitions from decodable readers to complex, content-rich texts in the Knowledge Strand, continuing fluency growth through repeated and meaningful reading.
- **Morphology:** Students break down multisyllabic and academic words to understand structure and meaning. Morphology lessons connect directly to spelling patterns and vocabulary development, reinforcing how words work.

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Word Recognition Assessments:

Word Recognition assessments are incorporated as often as weekly in our Kindergarten through 2nd-grade classrooms, allowing teachers to monitor student progress and adjust instruction as needed. In our third through fifth-grade classrooms, *CKLA* unit, mid-unit, and benchmark assessments are utilized to provide teachers with summative as well as formative assessments to plan for future instruction.

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.

At Sullivan’s Island Elementary, we use a systematic approach to identify and support students who are performing below grade level through a combination of universal screening and diagnostic assessments, as well as consistent progress monitoring. Families of students identified for intervention receive a notification letter along with their child’s most recent iReady and FastBridge results. Each student’s interventionist follows up with a welcome email to introduce themselves and establish an open line of communication, provided the parent grants permission for their child to participate in intervention services. To ensure families remain informed, an intervention progress report is sent home every 4.5 weeks outlining the student’s current strengths, areas for growth, and progress toward goals.

Assessments Used in Intervention:

- **Universal Screener:** We use Fastbridge data to identify students in need of additional support in the area of fluency.
- **Diagnostic Assessments:** iReady individualized reports, Spire Up placement tests, CORE Phonics Surveys, and the PAST assessment (phonological awareness) provide detailed insights into individual student needs.

Based on assessment data, students are placed into intervention groups using the program Spire Up, which is tailored to the needs of the groups and individual students. We monitor intervention progress weekly, allowing for adjustments in placements and strategies to ensure continued support. Monthly wellness checks are also scheduled to determine if adjustments to the frequency or intensity of the intervention need to be made. Through this comprehensive approach, we aim to provide targeted, effective interventions that help all students improve their reading proficiency and achieve grade-level standards.

Targeted Tier 2 Interventions:

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By analyzing iReady's instructional groupings report, individual student reports, as well as the Fastbridge assessment's CBM and FastTrack assessments, we can determine the specific interventions that need to be in place for students who require additional support. These reports ensure that students are matched to the most effective targeted scaffolds and interventions within whole-class and small-group lessons.

The past three years, we have implemented push-in intervention in our 4th- and 5th-grade classrooms to support Tier 2 students. The goal of our push-in model is to provide scaffolds and accommodations within core instruction, allowing Tier 2 students to engage with grade-level content while benefiting from research-based literacy strategies delivered by our interventionists.

During MTSS meetings, the team monitors students' progress using core assessment data, as well as Fastbridge CBM Comp data, and adjusts support as needed to ensure continued growth.

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

At Sullivan's Island Elementary, we prioritize strong communication with families to foster a supportive learning environment for our students and ensure that they continue to make progress. Some of the systems that we have in place are weekly communication, yearly data conferences, opportunities for parent engagement, and online resources accessible through our school website. Through these efforts, we build strong partnerships with families and equip them with the tools, resources, and information they need to support their children's literacy development.

Family Communication and Engagement

Weekly Communication

Teachers send home weekly newsletters and maintain communication folders to keep families informed about classroom learning targets, student progress, and upcoming events. These consistent updates ensure families remain engaged and connected to their child's learning.

Data Conferences

Individual data conferences are held with each family to review student performance and discuss tailored strategies for supporting learning at home. This collaborative approach empowers parents to take an active role in their child's academic growth.

Parent Engagement Opportunities-

Principal Coffee Chats: Each month, parents are invited to join us for our Principal Coffee Chats on topics such as MTSS, school safety,

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interpreting iReady reports, curriculum instruction, and standards updates. These sessions also provide an open forum for parents to ask questions and share feedback.

School Improvement Council (SIC): Our SIC conducts an annual survey to gather family input on our academic programs and social-emotional supports, ensuring that our school's goals reflect community needs and priorities.

ELA Culminating Events: Throughout the year, each grade level will host ELA Culminating Events (2–3 per year) to celebrate student learning in CKLA. These events allow students to showcase their work from each unit and share final projects with their families.

Online Resources-

Curriculum Dashboard: Our instructional coach and assistant principal have developed a curriculum dashboard on the school's website, offering parents easy access to ELA curriculum resources and additional supports for students who are developing foundational reading skills.

Video Curriculum Help Sessions: To further strengthen family understanding of our literacy approach, we are introducing Video Curriculum Help Sessions in our weekly parent newsletter. These short videos explain the Science of Reading and provide families with practical strategies and resources to support reading progress at home.

R2S Letters: All K-3 parents also receive a Read to Succeed Family Letter that outlines in family-friendly language the meaning of the Science of Reading, Read to Succeed Act 114, as well as additional resources to support readers at home. It includes a direct link to the CCSD Read to Succeed webpage which includes even 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.

At Sullivan's Island Elementary, teachers, administrators, and the instructional coach work closely together in both Professional Learning Communities (PLCs) and within Multi-Tiered Systems of Support (MTSS) teams. These collaborative structures allow us to collect and analyze data, make informed instructional decisions, and design action plans tailored to both groups and individual students. Through this comprehensive monitoring and support system, we are committed to fostering continuous growth in reading achievement for all students.

Multi-Tiered Systems of Support (MTSS)

Our MTSS team includes the principal, school psychologist, guidance counselor, resource teachers, and instructional coach. Classroom teachers and parents are also invited to participate in meetings when a student is not making expected progress. In addition to weekly MTSS meetings, our

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- interventionists and instructional coach complete monthly Wellness Checks to track students who are not meeting growth targets. When needed, we adjust instructional pacing, programs, or frequency of services to better support individual student needs.

Professional Learning Communities (PLCs)

Grade-level teams meet bi-weekly with administration to plan instruction in response to the most current data. We have revised our PLC routine to include a more timely and effective way to unpack standards, analyze student work, be mindful of misconceptions, and plan out the next instructional steps.

Tier 2 and Tier 3 Support

Students who are identified as Tier 2 or Tier 3 at SIES receive either a daily pull-out or push-in intervention. These students are progress monitored weekly or bi-weekly using Fastbridge CBM or Fastbridge CBM Comp.

Tier 1 Support

Students who are identified as reading at or above grade level are progress monitored using the curriculum assessments, as well as on iReady instruction to ensure they are continuing to meet grade-level proficiency.

Section F: Describe how the school provides teacher training based in the science of reading, structured literacy, and foundational literacy skills to support all students in PreK-5th grade.

At Sullivan's Island Elementary, we prioritize ongoing, job-embedded professional learning to strengthen instructional practices and support student achievement. Our teachers engage in a variety of structures that provide continuous growth opportunities:

- **Bi-Weekly Professional Learning Communities (PLCs):** Teachers collaborate weekly in PLCs focused on data-driven instruction. These sessions allow educators to unpack standards, analyze student data, share effective strategies, and plan lessons tailored to student needs.
- **Coaching Cycles:** Teachers receive individualized support through coaching cycles with our instructional coach using the Get Better Faster sequence. This hands-on, cyclical feedback helps refine instructional practices and provides targeted guidance for growth.

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- **Instructional Learning Walks:** District and school coaches conduct regular learning walks to observe instruction. Feedback highlights effective practices and identifies areas for improvement, fostering a culture of continuous growth.
- **Science of Reading Training:** Teachers participate in ongoing professional development, including *LETRS* coursework. This equips educators with the knowledge and tools to implement evidence-based reading instruction aligned with the Science of Reading.
- **Orton-Gillingham Training:** 12 ELA teachers at SIES are participating in multi-sensory structured literacy training this year through the Lowcountry Literacy Project. This training provides our teachers with high-impact professional learning grounded in the science of reading to strengthen literacy instruction, build teacher capacity, and support the diverse literacy needs of all students.
- **Full-day Planning with District Instructional Team:** In collaboration with the district ELA facilitator and instructional coach, we are providing targeted professional learning to strengthen instruction of writing and communication standards and increase purposeful writing opportunities aligned with the CKLA curriculum.
- **Classroom Observations:** The principal, assistant principal, and instructional coach conduct weekly observations. We calibrate as a team on our Get Better Faster walkthrough tool to provide the most consistent feedback to teachers and classrooms. Findings are shared with the observation team to inform school-wide priorities and individualized teacher support, ensuring that all students thrive within our curriculum.

Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none">● Our CD-2nd grade classrooms are strong in phonemic awareness and phonics instruction.● 92% of our K-3rd-grade teachers have either completed or are currently participating in LETRS training.	<ul style="list-style-type: none">● Increased SC Ready growth in the area of Reading Informational Texts and Writing.● Increased SC Ready growth in our gifted and talented students subgroup, particularly shifting more students from Meets to Exceeds based on SC Ready ELA.

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<ul style="list-style-type: none"> • Our SC Ready ELA scores grew from 91.2% Meets and Exceeds in 2024 to 91.5% Meets and Exceeds in 2025. • Our strongest ELA standards were Vocabulary at 97% and Research and Evaluating Ideas at 95% in the Medium to High achievement bands. 	<ul style="list-style-type: none"> • Increased iReady typical and stretch growth in our K-2 classrooms.
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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
<p><u>Previous Goal #1 (Third Grade Goal):</u></p> <p>Increase the percentage of third graders scoring Meets and Exceeds as determined by SC READY from 87.7% in the Spring of 2025 to 90% in the Spring of 2026.</p>	<ul style="list-style-type: none"> • We increased the percentage of students scoring in the Meets and Exceeds category from 87.7% to 94.7% in Spring 2026, based on SC Ready. • We decreased the percentage of students scoring in the Approaches category from 12.3% in 2025 to 5.3% in Spring 2026 based on SC Ready ELA. • We maintained 0% of students scoring Does Not Meet in the Spring of 2026 based on SC Ready ELA.

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<p><u>Previous Goal #2:</u></p> <p>By Spring 2025, we will increase the progress of grades 3-5 students in the Lowest 20% of our school population from 65.9% to 71%.</p>	<ul style="list-style-type: none"> 91.6% of our Lowest 20% students scored Meets on SC Ready Spring.
<p><u>Previous Goal #3:</u></p> <p>By Spring 2025, the total number of students determined to be mid to above grade level in grades 1-5 will increase from 65.2% in the Spring of 2024 to 70% in the Spring of 2025 based on the iReady reading assessment.</p>	<ul style="list-style-type: none"> The total number of students who were determined above grade level in grades 1-5 increased from 65.2% in Spring of 2025 to 68.8% in the Spring of 2026, based on the iReady reading 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
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<p><u>Current Goal #1 (Third Grade Goal):</u></p> <p>By Spring 2027, we will increase our percentage of third grade students in the Meets/Exceeds category from 94.7% to 95% based on SC Ready ELA.</p>	<ul style="list-style-type: none">● Consistently include professional development that targets writing and communication standards, teacher-led presentations, and vertical articulation during monthly staff meetings● Adopted a more concise, systematic approach to analyzing student work in PLCs.
<p><u>Current Goal #2:</u></p> <p>By Spring 2027, we will increase our typical growth percentage of K-2 students from 125% to 150% based on the iReady Reading Inform assessment.</p>	<ul style="list-style-type: none">● During extended planning sessions, focusing on a more comprehensive way to plan for instruction, with a focus on questions that can deepen learning and allow for total participation techniques● Our Kindergarten team will participate in Lesson Studies with our district instructional leaders and an instructional coach to practice in-depth team planning, including peer observation.● Schedule strategic data dives with our iReady specialist to look at our K-2 subgroup in the Fall/Winter/Spring.
<p><u>Current Goal #3:</u></p> <p>By Spring 2027, in 3rd-5th grades, we will decrease our Does Not Meet and Approaches expectations from 8.5% to 5% based on SC Ready ELA.</p>	<ul style="list-style-type: none">● Revise our MTSS meetings to include more frequent formative tracking of students on our Lowest 20% list (4th and 5th graders) or projected Lowest 20% list (3rd graders) over time.

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	<ul style="list-style-type: none">• Target students on our Lowest 20% list with opportunities to participate in school-wide clubs to increase their sense of belonging and build leadership skills.
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