

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?
 - 1 teacher
- How many teachers in your school have completed Volumes 1 and 2 of LETRS?
 - 7 teachers
- How many teachers in your school are beginning Volume 1 of LETRS this year?
 - 2 teachers
- How many teachers in your school are beginning Volume 2 of LETRS this year?
 - 1 teacher
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS?
 - 4 teachers
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year?
 - No 4k assistants

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 Southside Early Childhood Center, we provide 3-4K students with developmentally appropriate, standards-aligned literacy instruction within the HighScope instructional framework. We use Tara West Pre-K Literacy curriculum components and Heggerty Pre-K phonemic awareness to deliver intentional literacy instruction that builds foundational skills for future reading success. Instruction addresses oral language, phonological and phonemic awareness, alphabet knowledge and letter-sound relationships, early fluency foundations, vocabulary, print awareness, and comprehension via whole-group instruction, interactive read-alouds, purposeful classroom conversations, and differentiated small-group learning experiences.

The Tara West Pre-K Literacy Curriculum supports oral language, vocabulary, print awareness, and comprehension using a structured weekly literacy sequence. Students are given the opportunity daily to engage with texts across multiple readings. This starts with building background knowledge and making predictions, then moves to explicit vocabulary instruction, text-dependent questioning, story element identification, retelling, and discussion. Oral language is developed through teacher-student and student-student conversations, visual supports, weekly thematic and text based vocabulary, and opportunities for students to listen, respond, describe, and communicate their thinking. Tara West also covers print concepts such as book handling, title, author and illustrator, directionality, environmental print, and distinguishing illustrations, sentences, words, and letters.

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Heggerty provides daily, explicit, and systematic instruction in phonological and phonemic awareness. Students start the school year with the Early Pre-K Heggerty Phonological Awareness Unit 1 and will transition to the Heggerty Pre-K Phonemic Awareness curriculum in October. Instruction follows a developmental progression from larger units of spoken language and sound to increasingly complex phonemic-awareness skills. The Heggerty sequence includes rhyme, initial and final phoneme isolation, blending and segmenting compound words and syllables, onset-rime, blending and segmenting phonemes, and later phoneme manipulation. Alphabet knowledge and letter-sound relationships are part of the early literacy sequence. Tara West supports this progression through its sequence of sentence awareness, syllables, rhyming, alliteration, phoneme identification, blending, and cumulative review.

Since students are in Pre-K, fluency instruction focuses on the developmental foundations of later reading fluency. Students hear fluent language and reading modeled during interactive read-alouds. They participate in repeated readings, songs, nursery rhymes, oral language activities, and opportunities to respond to familiar text. These experiences build automaticity with language, vocabulary, and text familiarity while supporting comprehension.

Assessment is integrated with instruction to identify student strengths and needs. myIGDIs serves as the schoolwide early-literacy screener and provides information on Picture Naming, Rhyming, Sound Identification, Which One Doesn't Belong (WODB), and Alliteration. Heggerty baseline and six-week assessments provide additional data on students' development of phonological and phonemic awareness skills. Teachers also use informal anecdotal data from classroom observations, student responses, and work samples as ongoing evidence of learning.

Assessment information is used to differentiate instruction within the classroom. Students who have not demonstrated mastery of a skill receive additional explicit modeling, guided practice, and repeated opportunities during small-group instruction with the classroom teacher and/or teaching assistant. Teachers collaboratively review student performance during PLCs to identify needs, modify instruction, and decide on reteaching and flexible grouping.

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.

Southside Early Childhood Center's Pre-K foundational literacy instruction is aligned with the science of reading through intentional, explicit, and developmentally appropriate instruction in the foundational skills necessary for later word recognition and fluent reading. Within the HighScope instructional framework, Tara West Pre-K Literacy and Heggerty are utilized to provide structured literacy experiences that develop phonological and phonemic awareness, alphabet knowledge, letter-sound relationships, and concepts of print.

Heggerty provides a systematic sequence of daily phonological and phonemic awareness instruction. Students progress from larger units of spoken language and sound to increasingly complex phonemic-awareness skills, including rhyme, syllables, onset-rime, phoneme isolation, blending, segmenting, and phoneme manipulation. Alphabet knowledge and letter-sound relationships are incorporated into the early literacy sequence. Tara

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West complements this instruction through a developmental progression that includes sentence awareness, syllables, rhyming, alliteration, phoneme identification, blending, and cumulative review.

Foundational literacy assessment is used to ensure instruction is responsive to student needs. MyIGDIs provides schoolwide screening data related to early literacy development, while Heggerty baseline and six-week assessments provide additional information regarding students' development of phonological and phonemic awareness skills. Teachers use this data, along with classroom performance, to provide additional explicit instruction and repeated practice during differentiated small-group instruction for students who have not yet demonstrated mastery.

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.

Southside Early Childhood Center uses universal screening, skill-specific assessments, classroom performance, and ongoing observation to identify PreK students' literacy needs. myIGDIs serves as the universal early-literacy screener and provides baseline data across early literacy domains, including Picture Naming, Rhyming, Sound Identification, Which One Doesn't Belong (WODB), and Alliteration. Heggerty baseline assessments provide additional skill-specific information on students' phonological and phonemic awareness development. Together, this data serves to identify instructional areas of need and guide differentiated support.

Because 4K is the first formal school experience for many students, beginning-of-year performance is considered in the context of their prior opportunities and exposure to early literacy skills. Students receive an initial period of consistent, explicit Tier 1 instruction before lack of adequate progress is determined. During this time, teachers use assessment data and classroom performance to provide differentiated, needs-based support in small-group instruction. Students who have not demonstrated mastery receive additional explicit modeling, guided practice, and repeated opportunities to practice targeted skills with the classroom teacher or teaching assistant.

The team monitors student response to instruction through classroom performance and Heggerty assessments every six weeks. Data is reviewed collaboratively during PLCs to identify patterns, determine where reteaching or additional practice is needed, and adjust instructional supports if needed.

As multiple data points are collected throughout the first semester, SECC will review screening, progress-monitoring, and classroom performance data to identify students who continue to demonstrate significant skill deficits or an insufficient response to instruction. SECC is currently working to develop a structured supplemental intervention process for students demonstrating persistent needs. Intervention decisions will be based on multiple sources of data and specific demonstrated skill needs rather than beginning-of-year performance alone.

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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.

Southside Early Childhood Center uses a variety of ongoing methods to help families understand pre-K literacy expectations, their child's progress, and ways they can support literacy development at home. Multiple family engagement opportunities throughout the year aim to strengthen the connection between classroom instruction and learning at home.

The school hosts a family engagement night once each quarter. During these events, the families receive information about pre-K literacy expectations, what literacy instruction looks like in the classroom, and developmentally appropriate activities they can use at home to reinforce literacy skills. SECC also shares literacy information, resources, and at-home learning support throughout the year through the school's Facebook page, SchoolStatus Connect communication platform, and school website.

Throughout the year, teachers provide families with information specific to their child's literacy development through parent-teacher conferences. Teachers share baseline assessment information with families and discuss students' classroom performance, progress, areas of strength, and skills that may benefit from additional practice. Families receive strategies and activities they can incorporate into everyday routines to support continued development as emerging readers and writers.

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.

Southside Early Childhood Center monitors the literacy achievement and progress of its Pre-K students using a variety of data sources to make ongoing instructional decisions. myIGDIs serves as the school's early-literacy screening tool and provides benchmark data on major early literacy skills. This data sets a baseline, highlights both school-wide and individual areas where help is needed, and tracks students' progress over time.

To monitor students' phonological and phonemic awareness development more closely, teachers administer Heggerty baseline assessments and then administer Heggerty assessments every six weeks. Additionally, they use continuous classroom evidence, such as students' responses, observations, and work samples, to judge whether students have achieved mastery of the skills taught during core literacy instruction.

In PLCs, teachers examine progress-monitoring data to spot patterns in student performance and decide on appropriate instructional responses. Based on the data, they adjust instruction by identifying skills that need more modeling or direct instruction, plan opportunities for repeated practice, or determine when students are ready to move on to more advanced skills. When students have difficulty, they receive extra support based on their individual needs during classroom small-group lessons.

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Since 4K is the first formal experience that many students have at school, SECC understands how important it is to give them adequate exposure to consistent and high-quality teaching before concluding that a student is showing continuous failure to make progress. As we gather data throughout the year, we will review students' responses to instruction and patterns of progress to identify students who need more focused support. SECC is still working to establish a more structured procedure for providing supplementary literacy intervention and monitoring progress among students who continue to have significant needs even after receiving differentiated classroom support.

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.

Southside Early Childhood Center provides ongoing professional learning to strengthen teacher knowledge and implementation of aligned practices. All of our teachers have participated in and completed LETRS training. We have Five 4K teachers who have completed LETRS training. One who has completed Early Childhood LETRS, and three additional teachers have completed both LETRS Units. This training provides teachers with foundational knowledge related to evidence-based literacy instruction and the development of early reading skills.

Professional learning is reinforced through twice-weekly, 30-minute 4K PLCs and monthly after-school professional development sessions. PLCs are used to deepen teachers' understanding of literacy instruction, collaboratively internalize curriculum, analyze student data, anticipate student needs, plan differentiated instruction, and connect professional learning directly to classroom practice.

The implementation of Heggerty included a dedicated PLC to examine the curriculum and instructional routines, observation of a model lesson, and classroom-based modeling by the Coordinating Teacher to demonstrate implementation with 4K students. Ongoing support is provided through collaborative planning, instructional modeling, resources, walkthroughs, observations, and feedback.

The implementation of a Literacy curriculum included intentional planning prior to classroom implementation. Teachers participated in two weeks of collaborative planning to examine and internalize lessons and materials, anticipate student needs, determine appropriate pacing and timing for implementation, and collaboratively prepare instructional materials. Continued PLC support provides opportunities for teachers to reflect on implementation and make instructional adjustments based on student performance.

The principal and Coordinating Teacher provide ongoing support and coaching through classroom walkthroughs and observations, feedback, collaborative planning, modeling, and instructional support. Walkthrough evidence, student performance data, and teacher needs are used to inform continued PLC learning and instructional support.

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Section G: Analysis of Data

Strengths	Possibilities for Growth
● Picture Naming / Expressive Language ○ Picture Naming emerged as the strongest assessed literacy domain at BOY. ○ 16 students demonstrated Tier I/Strong Progress, the highest number of students reaching Strong Progress among the literacy domains assessed. ○ This suggests a relative strength in students' ability to recognize familiar images, retrieve known vocabulary, and verbally label what they see. ● Emerging Early-Literacy Skills ○ BOY results show that some students are already demonstrating emerging foundational skills, with students reaching the Moderate and Strong Progress ranges across Picture Naming, Rhyming, Sound Identification, and WODB. ○ These emerging skills provide a starting point for building more complex phonological and phonemic awareness skills throughout the year ● Relative Strength in Picture Naming Compared With Sound-Based Tasks ○ Students demonstrated stronger BOY performance on Picture Naming than on the sound-based measures, with 16 students reaching Strong Progress in Picture Naming	● Rhyming / Phonological Awareness ○ Rhyming is the greatest area for growth identified in BOY data. ○ 94.3% of students scored below Strong Progress, including 76.0% At Risk and 18.3% Moderate Progress. Only 4.2% demonstrated Strong Progress. ○ Students need increased opportunities to hear, recognize, compare, and eventually produce rhyming words. ● Sound Identification ○ Sound Identification is another significant area for growth, with 85 students At Risk, 26 demonstrating Moderate Progress, and only 8 demonstrating Strong Progress. ○ Students need continued development in attending to, recognizing, and identifying sounds in spoken language. ● Auditory Discrimination / WODB ○ WODB data show 84 students At Risk, 26 at Moderate Progress, and 8 at Strong Progress. ○ These results indicate a need to strengthen students' ability to listen carefully, compare sounds, notice similarities and differences, and discriminate among features of spoken words.

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compared with 5 in Rhyming and 8 in Sound Identification. ○ This relative strength provides a foundation for connecting familiar vocabulary and oral language to increasingly complex literacy experiences. ● Establishing a Baseline for Growth ○ BOY data provide a clear picture of students' entry-level literacy skills at the beginning of 4K. ○ Because this is the first formal school experience for many students, these results establish an important baseline from which growth can be measured following consistent exposure to explicit literacy instruction.	● Overall Development of Phonological Awareness ○ The pattern across Rhyming, Sound Identification, and WODB indicates that phonological awareness is the most significant overall area for literacy growth. ○ Students need systematic opportunities to develop awareness of the sound structure of spoken language before progressing to increasingly complex phonemic-awareness skills. ● Monitoring Response to Instruction ○ Because these are BOY results, additional data are needed to determine how students respond to consistent instruction and increased exposure to early literacy skills. ○ Continued myIGDIs benchmarking, Heggerty assessment, and classroom evidence will help distinguish skills that develop with instruction from areas in which students demonstrate persistent difficulty.
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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 (4K Goal):</u> By the conclusion of the 2025-2026 academic year, it is anticipated that at least 75% of students will demonstrate growth by improving their benchmark performance by 1 Tier or more, as measured by the MyIGDIs assessment in 'Rhyming' and 'Which One Does Not Belong'. Students who begin the year in Tier I are expected to maintain their performance within that Tier.	Substantial progress was demonstrated toward this goal. • In Rhyming, the percentage of students demonstrating Tier I/Strong Progress increased from 6.1% in Fall 2025 to 55.5% in Spring 2026 • Students identified as At Risk for Rhyming decreased from 70.4% to 24.4% • In WODB, Tier I/Strong Progress increased from 13.5% to 71.8% • Students identified as At Risk in WODB decreased from 56.7% to 17.1%. Schoolwide myIGDIs data: • From Fall 2025 to Spring 2026, the percentage of students demonstrating Tier I/Strong Progress in Rhyming increased by 49.4 percentage points (6.1% to 55.5%). • In WODB, the percentage demonstrating Tier I/Strong Progress increased by 58.3 percentage points (13.5% to 71.8%). Although available school-level data does not provide the information needed for individual student tier movement to be calculated, benchmark results demonstrate significant growth in both targeted literacy areas during the 2025–2026 school year.

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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
<u>Current Goal #1:</u> By the end of the 2026–2027 school year, at least 47% of 4K students will demonstrate Tier I/Strong Progress in Rhyming as measured by myIGDIs, increasing from the Fall 2026 baseline of 4.2%.	1. Provide daily, explicit, systematic phonological and phonemic awareness instruction using Heggerty, progressing from the Pre-K sequence into the 4K Phonemic Awareness sequence. 2. Use Heggerty baseline and six-week assessments to identify specific skill needs and monitor students' response to instruction. 3. Use myIGDIs benchmark data to monitor schoolwide progress in Rhyming and other early literacy domains. 4. Review literacy data collaboratively during 4K PLCs to identify trends, determine skills requiring reteaching, and adjust instruction and flexible student groupings. 5. Provide differentiated small-group instruction and repeated explicit practice for students who have not yet demonstrated mastery of targeted phonological-awareness skills. 6. Use multiple data points to identify students demonstrating persistent needs despite strengthened Tier I instruction and

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	continue developing a more structured supplemental intervention and progress-monitoring process. 7. Provide families with developmentally appropriate literacy activities and strategies through quarterly family engagement events and ongoing school-to-home communication.
<u>Current Goal #2:</u> By the end of the 2026–2027 school year, at least 70% of 4K students will demonstrate Tier I/Strong Progress in Which One Does Not Belong (WODB), as measured by myIGDIs, increasing from the Fall 2026 baseline of 6.8%.	1. Implement daily explicit and systematic phonological/phonemic awareness instruction using Heggerty. 2. Provide differentiated small-group instruction and repeated practice based on demonstrated student needs. 3. Administer Heggerty assessments every six weeks to monitor skill development and response to instruction. 4. Analyze student data during 4K PLCs to plan reteaching, adjust flexible groups, and identify students needing additional support. 5. Review myIGDIs BOY, MOY, and EOY WODB data to monitor schoolwide progress toward the 70% Tier I/Strong Progress target. 6. Provide increasingly targeted support for students demonstrating persistent needs based on multiple sources of data.
<u>Current Goal #3:</u> By the end of the 2026–2027 school year, at least 55% of 4K students will demonstrate Tier I/Strong Progress in Sound Identification, as measured by myIGDIs, increasing from the Fall 2026 baseline of 6.7%.	1. Provide daily, explicit Heggerty instruction that helps students listen for and identify sounds in spoken words. 2. Use Heggerty baseline and six-week assessments to identify specific sound-awareness needs and monitor progress. 3. Provide targeted small-group modeling and repeated practice for students who need additional support. 4. Review Heggerty results and classroom evidence during 4K PLCs to adjust instruction and groups. 5. Compare BOY, MOY, and EOY myIGDIs Sound Identification results with the goal target.

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