

2026-2027 Primary and Elementary Literacy Reading Plan for Chandler Creek

Section A: Five Pillars of Reading Instruction

Describe how reading assessment and instruction for all 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.

As teachers work together weekly in PLC's to meet the academic needs of students, a team which includes an Instructional Coach, Literacy Specialist and Administration work together to use assessment data to make decisions on student needs and to help drive instruction in the classroom. Weekly PLC meetings are designated time for teachers to have intentional collaboration around instructional practices, discuss unit standards and share assessment data. The 2024 South Carolina College and Career Ready (SCCCR) English Language Arts Standards serve as the foundation for planning and delivering ELA instruction. Tier 1 lessons are explicitly taught on grade-level standards considering the range of needs and backgrounds within the class. Throughout the designated reading block of time students are intentionally put in groupings; such as, small groups, strategy groups, or one-to-one conferencing to give students a chance of repetition or to support key concepts. Targeted small group instruction provides differentiated support for grade level learning. Within the daily reading components, there is dedicated time for language comprehension and word recognition where instruction is grounded in the Science of Reading. Teachers in K4-5th grade teach into oral language expression, phonological awareness, phonics, fluency, vocabulary and comprehension. Starting with foundational instruction, our K4 students are exposed to systematic and explicit instruction in phonological and phonemic awareness through daily lessons that engage students in listening, rhyming, segmenting and blending activities using Heggerty as a model of instruction. In K5- 2nd grade, Reading Horizons is used for phonics instruction to address explicit, systematic, and sequential phonics to teach into intentional progression of skill development. In Grades 3-5, curriculum is derived from 2024 SCCCR ELA standards for literacy instruction using HMH into Reading as a resource . HMH Structured Literacy emphasizes the importance of phonological awareness, phonics, vocabulary, and comprehension. Teachers plan around varied reading and writing opportunities from read alouds (where adults read aloud) and students have the opportunity to have conversation in high-quality text. Focus lessons help students build background knowledge and sets a purpose for standard based lesson instruction. Varied reading such as, Shared, Close, or Independent reading give opportunity for the teacher to help build language skills, comprehension and modeling to equip students to read a variety of text. Writing instruction through Community or Independent/Small group allows students to create a text together /independently, work on structure of writing, grammar, encoding, etc to produce a piece(s) of writing of their choice with genre provided. Data assessments are in place and used to look at student ability and growth over time. Data is used and derived throughout the year. MyIGDIs is used for K4 where literacy components are assessed three times throughout the year. Amira Benchmarks (Universal Screener) is given three times throughout the year. Teachers utilize the benchmarks to gauge Amira Reading Mastery (ARM) score. The ARM score synthesizes students' reading ability across multiple assessment tasks that vary by grade level, expressing this score in relation to grade level expectations. Amira benchmark assessment

reading subscores are aligned to Scarborough's Reading Rope and include decoding, phonological awareness, high frequency words, background knowledge, and vocabulary. Amira benchmark assessments also provide an Oral Reading Fluency accuracy score. Map Data for 1st and 2nd grade along with Mastery Connect benchmarks for Grades 2 through 5, and Common Formative Assessments help guide student improvement or instruction decisions. Fastbridge data is a secondary data source for students in grades K5 through 3rd grade. Students that score below the 25th percentile on the universal literacy screening measure (Amira) are given specific diagnostic probes to help further distinguish need.

Section B: Foundational Literacy Skills

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.

As teachers instruct in the area of word study, a systematic, explicit and sequential progression is prioritized for word recognition instruction. Daily lessons are taught to build their skills in a logical progression, starting with the smallest units of sound and advancing to more complex structures. In K4, Heggerty is used as the model for systematic and explicit instruction in phonological and phonemic awareness. In grades Kindergarten through Second grade, Reading Horizons is used for daily phonics instruction where it emphasizes phonological awareness, decoding and encoding strategies, letter-sound correspondence, high frequency words and multi-sensory learning approaches. Teachers use data from Multi-Skill Checks assessments to guide instruction for review and transfer activities. In Grades 3rd through 5th, HMH Structured Literacy is the model where students continue instruction in phonological awareness, phonics (decoding and encoding), vocabulary and comprehension. Students in Kindergarten through 5th grade are assessed three times a year (Fall, Winter, Spring) using Amira as an Universal Screener. The ARM score (Amira Reading Mastery) is a holistic, norm-referenced measure that incorporates skills such as oral reading fluency, decoding, and vocabulary. Amira is designed to evaluate students' proficiency in decoding and recognizing words through phonological awareness, letter-sound correspondence, high frequency words, vocabulary, background knowledge, and word reading accuracy and fluency. Students' that need extra support have the opportunity to tutor weekly to engage in activities to build their knowledge of letter/sound or comprehension.

Section C: Intervention

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.

Assessment data is closely reviewed and instructional decisions and interventions are based from the GCS MTSS Framework. Data is used to match the student's needs to the level and type of intervention support needed. Amira is the Universal Screener given three times a year (Fall- Winter-Spring) along with Fastbridge as our secondary screener. Additional classroom

formative and summative assessments inform interventions inside the classroom as well as supplemental interventions outside of the regular classroom. Amira data is aligned to Scarborough's Reading Rope where it gives teachers insights in current mastery of vocabulary, background knowledge, structures/reasoning, phonological awareness, decoding, and high frequency words to improve language comprehension. K5-2nd and 4th-5th will tutor with Amira if data is showing performance at or below the 25%ile. Third graders tutor daily regardless of percentile rank. Fastbridge is our secondary screener and will be administered to students performing below the 25%ile from Amira data, with measures matching the students' deficits. Fastbridge is administered after the Amira Benchmark three times a year (Fall, Winter, Spring). Teachers or Interventionists providing the Tier 3 support will administer a progress monitor every 10 days for students in the 15-24%ile or weekly for students below the 15%ile. Kindergarten will utilize letter sound fluency as a primary measure and 1st grade will use nonsense word probes. When a screener or diagnostic assessment indicates a student is below grade level, plans are developed in collaboration with parents to remediate reading difficulties and progress monitoring occurs according to the needs of the student. An Individual Reading Plan is developed for students receiving Tier 3 pullout services to note specific interventions being given and to keep track of growth over time. Amira and Fastbridge data is used to drive instructional decisions and interventions given in Tier 2 and Tier 3. In Tier 3 pullout, students are given comprehension intervention through Leveled Literacy Intervention (LLI), Reading Horizons (for intensive phonemic awareness/decoding skills) or specific targeted Amira intervention (looking at areas of growth aligned to literacy instruction). In our Preschool 4K program, instructional decisions are made based on a combination of formative and summative assessments incorporated into GCS 4K curriculum maps. K4 students are given MyIGDi's three times a year (Fall-Winter-Spring) and data is used to inform whole/small groupings and individual instruction. The Dial-4 is administered in the fall to identify individual students whose academic, social emotional, and/or development needs may require additional follow-up. K4 teachers have access to Heggerty Phonemic Awareness assessments through the Heggerty PA online platform. Assessments results can be used to monitor student progress with phonological and phonemic awareness skills, and to plan for instruction.

Section D: Supporting Literacy at Home

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.

Teachers, instructional coaches, Title 1 Facilitator, and administration collectively work together to help bridge home and school relations. Teachers meet specifically at the end of the 1st nine weeks to conference with parents concerning literacy development and discussing other core curriculum areas. Teachers contact parents in various ways, such as through phone calls, email, face to face conferences, and teacher/school newsletters to communicate with parents. Amira parent reports (K5-5th) give detailed information on how the student is progressing in decoding, phonological awareness, high frequency words, background knowledge, and vocabulary. The Amira parent report is sent three times a year after each benchmark window (Fall-Winter-Spring). The report will also indicate strategies for supporting the student's reading

growth based on their individual skill needs. In K4, myIGDi's parent report will show parents progress being made in the area of phonological awareness and alphabet knowledge. School based Family Nights are planned throughout the year to include a Literacy Night where families can spend time learning and participating in literacy activities with their child. Title I Parent Involvement meetings for school year 2026-2027 will include parent sessions on School Success on Oct. 13 and Reading for Success on Nov. 9 and March 8th this school year.

Section E: Progress Monitoring

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

Progress Monitoring is completed and tracked in various ways from Tier 1 instruction To Tier 3 instruction. Students (K5-5th) that performed in the lowest 25%ile from Amira Benchmark are able to tutor an additional 30 minutes weekly. Goals are established for students to have an expected growth of .1 per month or to reach the 25%ile or higher on the ARM score. Students will receive Tier 2 intervention within the classroom and Tier 3 will have additional support (pullout or push in). Students identified at needing Tier 3 intervention will receive targeted, explicit, and timely intervention in phonics or reading comprehension. Fastbridge serves as an additional diagnostic screener to help determine intervention needs and a progress monitoring tool to determine the response to intervention for students receiving Tier 3 intervention. Students will be progress monitored either bi-weekly or weekly depending on the need. Data is documented in a GCS Intervention Progress Monitoring Data Sheet or ICS (Intervention Connection System) and the Literacy team (IC, Literacy Specialist, Intervention team) will discuss next steps looking at the most current progress monitoring data and will talk through adjusting instruction etc.

Section F: Teacher Training

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

Teachers have opportunities to grow in their learning to better themselves as a teacher of reading. Teachers in K4-3rd grade and staff such as; Instructional coach, literacy coach, reading interventionists, Special Education teachers, and school administrators have trained in LETRS since 2024. LETRS training continues as new teachers begin their professional development this 2026-2027 school year. Teachers have in-depth conversations in PLC around unpacking state standards to drill down and be exact in what to teach from the SCCCR ELA standards. In PLC's we discuss how the transfer of learning around Science of Reading can be incorporated in our daily classroom practices.

Section G: District Analysis of Data

Strengths Looking at our 2025 SC Ready Data, third through fifth grade have made gains in the area of writing. Teachers are working collectively in PLC to break down power standards and create a structure where students can develop different genres of writing for different purposes. Teachers are being intentional using academic vocabulary for instruction and assessment. Students have the opportunity to hear the same verbiage from year to year while the rigor and goals increase. Students have time to write in the day to express their thinking.

Possibilities for Growth Across grade levels that we see as an area of growth is Summarizing within a genre. Teachers will continue to unpack Power Standards and will use academic vocabulary as we instruct into guiding students into how to summarize effectively. Teachers will give opportunities for students to practice responding using a "short" version that focuses on the most important main ideas.

Description Area **Note: The questions below are included to gauge school-level LETRS implementation. Teachers for state-funded LETRS training include: K-3 Classroom Teachers 4-5 Classroom Teachers Reading Coaches Reading Interventionists K-5 Special Education Teachers Middle Level Special Education Teachers School Administrators Multi-lingual Teachers PreK CERDEP Teachers PreK CERDEP Teaching Assistants*

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS? **33**
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS? **28**
How many eligible teachers in your school are beginning Volume 1 of LETRS this year? **6**
How many eligible teachers in your school are beginning Volume 2 of LETRS this year? **3**
How many CERDEP PreK teachers in your school have completed EC LETRS? **0**
How many CERDEP PreK teachers in your school are beginning EC LETRS this year? **0**

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

Previous Goal #1: Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2024-2025 as determined by SC Ready from 53.7 % to 56.7% in the spring of 2025-2026.

Goal #1 Progress: We surpassed our goal as we had 62.5% Met or Exceed. Our teachers, coaches, and Admin are pleased with our growth and will continue to strive for improvement and will continue to explore various approaches to best practice, interventions, and enrichment instruction.

Previous Goal #2: Reduce the percentage of K-5 students scoring "at risk" as measured by the Amira Benchmark from 15% in Fall of 2025 to 12% in Spring 2026.

Goal #2 Progress: As we came close to reaching this goal, teachers will continue to allow students to tutor with Amira who have been identified as scoring below the 25th percentile in their achievement. All third graders tutor everyday regardless of their percentile rank. Teachers can use Amira data or specific state standards/strands to help guide remediation in small groups.

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

Description Area For all schools serving third grade students, goal #1 MUST read: Third Grade Goal: Increase the percentage of third graders scoring Meets and Exceeds in the spring of [previous school year] as determined by SC READY from ___% to ___% in the spring of [current school year].

Current Goal #1: Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025-2026 as determined by SC READY from 62.5% to 65.5% in the spring of 2027.

Goal #1 Action Steps: To continue the rate of improvement that we are seeing, teachers are continuously reflecting on student growth and delivering intentional, explicit, and systematic instruction. Teachers are creating Common Formative Assessments as a check on real time teaching delivery and retention. Teachers are using academic language and unpacking state standards for teacher clarity. Teachers are identifying within the classroom students who need extra support (Tier 2) and moving towards providing targeted extra support. Teachers, coaches, and Admin will continuously use data from multiple sources to guide instruction and make adaptations where necessary.

Current Goal #2: Decrease the number of students scoring in the lowest 25% in 1st grade as indicated from Amira and Fastbridge Benchmarks from Fall of 2026 to Spring 2027.

Goal #2 Action Steps: At this time from the BOY Benchmark administration window, there are 22% of our First Graders scoring "At Risk" or Level 1. Our goal is to decrease this number to 19% at the EOY Benchmark Window. We (Teachers, Coaches) will achieve this by giving the remediation needed through small groupings or Tier 2 instruction. Some students will have Tier 3 pull out services. Using the Amira and Fastbridge data, teachers can drill down specifically to what foundational areas are a need.