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? **19**
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? **16**
- How many teachers in your school are beginning Volume 1 of LETRS this year? **1**
- How many teachers in your school are beginning Volume 2 of LETRS this year? **11**
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? **N/A**
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year? **N/A**

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 Carolus Online Academy, students in grades K–5 are assessed three times annually using the i-Ready Diagnostic, which measures phonological awareness, phonics, high-frequency words, vocabulary, and comprehension, with i-Ready Growth Monitoring used between diagnostics to monitor progress. The K12 Stride ELA curriculum provides instruction in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension through synchronous and asynchronous learning aligned with grade-level ELA standards. UFLI Foundations provides explicit, systematic phonics instruction in K–2 and is also used by interventionists in grades 3–5 for students needing additional foundational skills support. Amira is used to provide additional reading practice and support. Assessment data are used to differentiate instruction, provide targeted interventions, and monitor students' progress toward grade-level reading expectations.

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 Carolus Online Academy, K–5 students participate in the research-based K12/Stride ELA curriculum, which aligns with the Science of Reading and structured literacy principles through explicit, systematic instruction in phonological awareness, phonics, decoding, and high-frequency word recognition. Texts are used to introduce and reinforce foundational literacy skills. Word recognition is assessed through the i-Ready Diagnostic three times annually, i-Ready Growth Monitoring, Amira, and K12/Stride formative and summative assessments. Formative assessments provide ongoing data to guide instruction, while summative assessments measure student mastery of skills and standards. UFLI Foundations provides systematic, cumulative phonics instruction in K–2 and is used by interventionists in grades 3–5 for students needing additional foundational skills support. Assessment data are used to identify skill gaps, differentiate instruction, provide targeted intervention, and monitor students' progress toward mastery of foundational literacy skills.

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 rea ding proficiency.

Carolus Online Academy uses i-Ready Diagnostic data to identify K–5 students who have not demonstrated grade-level reading proficiency and determine targeted intervention pathways. Diagnostic data are reviewed across phonological awareness, phonics, high-frequency words, vocabulary, literature comprehension, and informational text comprehension to determine whether students need support primarily in word recognition, language comprehension, or both. Students receive targeted small-group instruction and individualized remediation lessons based on identified skill gaps. Students requiring additional support are referred to the school's Multi-Tiered System of Support (MTSS), with Tier II and Tier III interventions provided at least two to three times per week based on student need. Interventionists provide additional Tier II and Tier III support for students in grades 3–5. Progress is monitored biweekly for Tier II students and weekly for Tier III students, and data are regularly reviewed to adjust intervention intensity, instructional focus, and student placement as needed.

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.
Carolus Online Academy provides families with ongoing opportunities and resources to help them support reading and writing at home. Parent meetings and literacy nights provide families with information about grade-level literacy expectations, assessment results, instructional practices, and strategies they can use with their children. Teachers also share literacy resources, practice activities, and individualized supports through ClassDojo. In addition, school counselors provide announcements and reminders about literacy resources, school events, and opportunities for families to support learning at home. These multiple methods of communication help families stay informed and actively participate in their child's literacy development.

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.
Carolus Online Academy monitors K–5 reading achievement and growth using multiple data sources, including the i-Ready Diagnostic administered three times annually, i-Ready Growth Monitoring, Amira data, classroom assessments, and student performance within the K12/Stride ELA curriculum. Teachers and instructional leaders participate in bi-weekly data meetings to review student performance, identify trends and skill gaps, and use data to inform whole-group, small-group, and individualized instruction. Students who are not demonstrating grade-level proficiency are reviewed through the MTSS process to determine appropriate Tier II or Tier III interventions. Progress is monitored biweekly for Tier II students and weekly for Tier III students, with interventionists providing additional support in grades 3–5. All available data are used to determine student progress and make decisions about continuing, adjusting, intensifying, or exiting interventions.

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.

Carolus Online Academy provides ongoing training and support for K–5 teachers grounded in the Science of Reading, structured literacy, and foundational literacy skills. Teachers participate in state-provided LETRS training to strengthen their knowledge of evidence-based reading instruction and receive UFLI training to support explicit, systematic instruction in foundational reading skills. Teachers also participate in ongoing professional development and individualized and group coaching sessions with the school's Reading Coach. These opportunities support teachers in applying evidence-based literacy practices, analyzing student data, identifying instructional needs, and strengthening instruction to support all students in achieving grade-level reading proficiency.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• Grades K–2: Students demonstrated growth across all three grade levels, with kindergarten exceeding its goal at 84% on or above grade level and first and second grades improving their baseline performance. • Grade 3: The data establish a clear baseline for identifying third-grade students who require additional support and provide an opportunity to target instruction based on specific reading skill gaps. • Grades 4–5: Students demonstrated movement toward proficiency, with decreases in students scoring Does Not Meet in both grades and increased Meets/Exceeds performance in fifth grade.	• Grades K–2: Continue strengthening foundational literacy instruction, particularly in first and second grades, to increase the percentage of students entering third grade reading on or above grade level. • Grade 3: Intensify targeted instruction and intervention, as 17% of students scored Meets or Exceeds compared with the 40% goal, with a focus on closing both foundational skill and comprehension gaps. • Grades 4–5: Increase movement from Approaches to Meets/Exceeds through targeted small-group instruction, interventionist support, and interventions addressing word recognition, fluency, vocabulary, and comprehension.

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

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- 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
Previous Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 24% to 40% in the spring of 2026.	In the spring of 2026, we had 17% of students scoring Meets or Exceeds on SC Ready. This goal was not met.
Previous Goal #2: Increase the percentage of kindergarten through second grade students scoring on or above grade level on i-Ready reading benchmark by the end of the year from 55% to 70% for kindergarten, 43% to 60% for 1st grade and 26% to 50% for 2nd grade.	Kindergarten- By the end of the year, 84% of students were on or above grade level. This goal was exceeded. First Grade: By the end of the year, 66% of students scored on or above grade level. While there was improvement, we are still progressing toward this goal. Second Grade: By the end of the year, 40% of students scored on or above grade level. While there was improvement, we are still progressing toward this goal.
Previous Goal #3: Increase the percentage of 4th- 5th graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 27% to 40% for 4th grade and from 24% to 40% for 5th grade	Fourth Grade: While there were decreases in students scoring Does Not Meet, we did not meet our goal as 26% of students scores Meets or Exceeds. Fifth Grade: While there were decreases in students scoring Does Not Meet, we did not meet our goal as 30% of students scores Meets or Exceeds. There was growth in this area.

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

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

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

Goals	Action Steps
Current Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 17% to 30% in the spring of 2026.	**LETRS Training and Implementation** • Ensure all K–5 teachers complete state-provided LETRS professional learning. • Support implementation of Science of Reading and structured literacy practices through ongoing professional development and coaching with the school Reading Coach. **UFLI Training and Implementation** • Train teachers and interventionists in UFLI to strengthen explicit, systematic foundational literacy instruction. • Implement UFLI in K–2 core instruction and with students in grades 3–5 who demonstrate foundational skill gaps.
Current Goal #2: Increase the percentage of kindergarten through second grade students scoring on or above grade level on i-Ready reading benchmark by the end of the year: Kindergarten- 59% to 65% 1st Grade- 23% to 30% 2nd Grade- 31% to 40%	
Current Goal #3: Increase the percentage of 4th- 5th graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 26% to 35% for 4th grade and from 30% to 40% for 5th grade	

	Interventionist Support • Utilize interventionists to provide targeted Tier II and Tier III reading support for students in grades 3–5 who are not meeting grade-level expectations. • Align interventionist instruction with diagnostic data and identified word recognition or language comprehension needs. • Collaborate with classroom teachers and the Reading Coach to monitor progress and adjust interventions. **i-Ready Remediation and Growth Monitoring** • Assign individualized i-Ready lessons based on Diagnostic results and identified skill gaps. • Use i-Ready Growth Monitoring between Diagnostic administrations to measure progress and inform instructional adjustments. **K12 Tutoring Initiative (Grades 2 & 3)** • Provide small-group tutoring focused on foundational literacy skills for identified students. • Monitor participation and progress toward closing reading skill gaps.

	High-Quality Tier I Instruction • Ensure K12/Stride ELA instruction is standards-aligned and grounded in Science of Reading and structured literacy practices. • Strengthen whole-group and small-group instruction through ongoing coaching and professional development. **PLCs and Bi-Weekly Data Meetings** • Conduct bi-weekly K–5 PLC and data meetings to analyze student performance, identify skill gaps, and plan responsive instruction. • Engage teachers, interventionists, and instructional leaders in reviewing progress and coordinating Tier I and intervention supports. **Parent Engagement and Literacy Support** • Provide parent meetings and literacy nights to help families understand grade-level expectations and strategies for supporting literacy at home. • Share literacy resources, student supports, and practice opportunities through ClassDojo and counselor announcements.