South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2026-2027

School: Kenneth Gardner Leadership Academy

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? 5
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? 1
How many CERDEP PreK teachers in your school have completed EC LETRS? N/A
How many CERDEP PreK teachers 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 Kenneth Gardner Leadership Academy, reading instruction is grounded in grade-level South Carolina English Language Arts standards and the consistent use of High-Quality Instructional Materials (HQIM). The school uses district-adopted Houghton Mifflin Harcourt (HMH) as the core literacy resource to provide coherent, standards-aligned instruction in oral language, phonological awareness, phonics, fluency, vocabulary, comprehension, handwriting, spelling, grammar, reading, and writing. Teachers are expected to implement the HQIM with fidelity while using professional judgment and student data to provide appropriate scaffolds, targeted intervention, and enrichment without lowering the rigor of grade-level standards. Instruction follows the district scope and sequence so that students receive systematic, explicit, and appropriately sequenced literacy instruction across the school year. Teachers use the texts, tasks, questions, writing opportunities, assessments, and instructional routines embedded within the HQIM to provide students with consistent access to rigorous grade-level learning experiences. Weekly HMH assessments, classroom formative assessments, student work, writing samples, i-Ready data, Standards Mastery data, and other available progress-monitoring information are used to determine student understanding and guide instructional decisions. During PLCs and collaborative planning, teachers and the Reading Coach will analyze standards, HQIM lessons, student work, and assessment results to identify where students have demonstrated mastery and where additional support is needed. Students demonstrating reading gaps will receive evidence-based, targeted small-group instruction and MTSS intervention connected to the skills identified through assessment data. Students who demonstrate early mastery or advanced performance will receive enrichment through complex texts, higher-order questioning, extended reading and writing tasks, research, and opportunities to apply literacy skills at greater depth. This combination of HQIM, explicit instruction, ongoing assessment, data-driven differentiation, intervention, and enrichment is designed to increase grade-level proficiency and contribute to the schoolwide grades 3-5 academic growth goal and South Carolina's 2030 vision of 75% of students performing at or above grade level.

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. Students will receive explicit and systematic instruction that follows a structured literacy approach aligned to the science of reading. In our 3rd – 5th grade classrooms, HMH is used explicitly to teach, reinforce, and practice phonics, fluency, vocabulary, grammar, and

comprehension. Teachers use progress monitoring data to customize individual learning paths for scholars, ensuring mastery of skills before moving on to the next step.

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 performing below grade-level reading proficiency. Kenneth Gardner Leadership Academy uses i-Ready diagnostic assessment to identify specific deficits and needs for invention. The school provides targeted skills-based interventions to scholars not showing grade level reading proficiency by in-class inventions, pull-out inventions, and Lexia Reading Core 5. Lexia Reading Core 5 focuses on reaching the end-of-year benchmark for that grade level, which typically involves completing the content aligned with the third-grade level. This includes mastery of skills in phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension. Scholars are expected to demonstrate these skills with accuracy and automaticity, which includes reaching a 90%-100% accuracy rate in the program. Formative and summative assessments such as district assessments and HMH module assessments are used to further identify areas of need and areas for all scholars. These assessments work to determine pathways for intervention for any scholars demonstrating a need for reading intervention. Additionally, the school uses Multi-Tier Systems of Support (MTSS) to determine the effectiveness of intervention in order to provide an action plan that supports and assists scholars' success. KGLA will implement core Multi-Tiered System of Supports (MTSS) principles across grades 3-5 by combining strong Tier 1 instruction with evidence-based practices, targeted intervention, progress monitoring, and enrichment. Students with identified reading gaps will receive targeted, skill-specific intervention based on diagnostic and progress-monitoring data in areas such as decoding/word recognition, fluency, vocabulary, language comprehension, and comprehension. Intervention intensity, group size, frequency, and duration will be adjusted based on student response to instruction. Students who demonstrate early mastery or advanced performance will receive enrichment through complex grade-level and above-grade-level texts, extended writing and research tasks, higher-order questioning, independent reading pathways, and opportunities to apply literacy skills in authentic projects. MTSS decisions will be made through a problem-solving process using multiple data sources rather than a single assessment.

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. Kenneth Gardner Leadership Academy has established systems to support parents in fostering their children's literacy at home. Parents/guardians receive a weekly folder explaining what is being covered in class and scholars' work for parents to review, grades can also be assessed from PowerSchool at any time. Parent-teacher conferences are held at least three times out of the year to explain assessment data that were administered. A Literacy Night is held once a year for the entire school. During this event, parents receive literacy resources, tips, and best practices to assist scholars 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. Kenneth Gardner Leadership Academy will monitor reading achievement and growth through a consistent schoolwide data cycle. HMH weekly skill and content assessments, i-Ready Diagnostic and personalized lesson data, Lexia Core5 data, district benchmarks, Standards Mastery assessments, writing samples, and MTSS progress-monitoring data will be reviewed to determine whether scholars are on track for grade-level proficiency and annual growth. Scholars receiving Tier 2 or Tier 3 support will be progress monitored weekly or bi-weekly, and grade-level teams will review results during PLC/data meetings at least every two weeks. For grades 3-5, the

schoolwide growth target is for at least 50% of scholars, when grades 3-5 are combined, to meet or exceed their i-Ready Typical Growth target by the spring diagnostic. Grade-level and subgroup data will be reviewed after each diagnostic window so that no single grade level masks areas of need. Students not demonstrating adequate progress will receive adjusted small-group instruction, targeted skill intervention, increased practice opportunities, and/or intensified MTSS support. The Reading Coach, classroom teachers, interventionists, and MTSS team will maintain a shared progress-monitoring process to document instructional response, next steps, and evidence of growth. Under MTSS, KGLA will use a whole-child progress-monitoring system that considers academics, behavior, attendance, and social-emotional well-being. Academic monitoring will include i-Ready diagnostic and lesson data, HMH module/weekly assessments, standards-mastery assessments, writing samples scored with common rubrics, Lexia data, intervention skill probes, classroom formative assessments, and SC READY/benchmark data when available. Students receiving Tier 2 or Tier 3 academic intervention will be progress monitored weekly or biweekly, with teams reviewing rate of improvement and fidelity of intervention to determine whether supports should be continued, intensified, faded, or changed. Behavior will be monitored through office/discipline referrals, classroom behavior data, teacher observations, behavior goals/check-in data, and patterns in engagement or work completion. Attendance will be monitored through daily attendance, absences, tardies, early dismissals, and chronic-absence patterns, with early family outreach when concerns emerge. Social-emotional well-being will be monitored through teacher observations, student check-ins, counselor/social-emotional screening or referral data when available, student self-reflection, and family input. The MTSS team will review these data together because academic concerns may be influenced by attendance, behavior, engagement, or social-emotional needs. Supports will be matched to identified needs, documented, monitored for effectiveness, and communicated with families as appropriate.

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. Kenneth Gardner Leadership Academy is committed to improving reading achievement through science-of-reading practices, structured literacy, and explicit foundational literacy instruction. LETRS learning will continue to strengthen teacher knowledge of phonemic awareness, phonics, fluency, vocabulary, and comprehension. The district structured literacy scope and sequence will guide systematic and explicit instruction. The Reading Coach will facilitate weekly PLCs and targeted coaching cycles focused on standards alignment, explicit instruction, gradual release, student work analysis, formative assessment, and responsive small-group instruction. At least monthly, grades 3-5 teams will examine progress toward the schoolwide goal that a combined 50% or more of scholars meet or exceed i-Ready Typical Growth by spring. Coaching support will prioritize classrooms, standards, and student groups that are off track, with follow-up observations, modeling, co-planning, and feedback used to monitor implementation and impact. Professional learning and PLC cycles will include explicit attention to evidence-based literacy practices, MTSS problem solving, use of progress-monitoring data, targeted intervention for unfinished learning, enrichment for advanced readers, writing instruction, and implementation fidelity. The Reading Coach will use coaching cycles, modeling, co-planning, observation/feedback, and student-work analysis to help teachers transfer new learning into daily classroom practice.

Section G: Analysis of Data

Strengths	Possibilities for Growth
Continuous Professional Learning Community (PLC) meetings, facilitated by the Reading Coach and Instructional Coach, which offer teachers the opportunity to collaborate, share best practices, and engage in ongoing professional development focusing on improving reading instruction and overall teaching strategies. Teachers provide opportunities for parents to participate in their children's literacy development during Family Literacy Night, parenting workshops, and parent-teacher conferences. Evidence-based reading interventionists in grades 3-5. Performance-based objectives are displayed in all classes. Teachers continue to create informative and relevant anchor charts. Teachers and administration actively engage in LETRS training, which focuses on improving teachers' knowledge and skills in teaching literacy. Instructional curriculum is aligned to the Science of Reading and implemented in 3rd-5th grade. This curriculum aligns with South Carolina's ELA/Language Arts standards.	Continue implementing and refining MTSS to support all scholars, including those requiring additional intervention. Analyze scholar performance, including formative and summative assessments, to inform instructional decisions. Use data to identify areas where scholars may be struggling and areas of mastery and adjust teaching strategies accordingly. Continue coaching cycle for select teachers to help support and improve teaching practices and scholars' learning outcomes. Continue support in implementing differentiated instruction based on scholar needs. • Establish a grades 3-5 schoolwide reading growth target of at least 50% of scholars meeting or exceeding i-Ready Typical Growth by the spring diagnostic. • Use fall, winter, and spring i-Ready diagnostics plus biweekly formative/progress-monitoring data to maintain a grade-level growth tracker and identify scholars who are on track, approaching target, or off track. • Conduct biweekly PLC/data cycles: identify priority standards/skills, plan reteaching or enrichment, implement for 10-15 instructional days, review evidence, and adjust instruction. • Monitor growth by grade level and student group so that aggregate schoolwide results do not hide areas requiring additional support. • Use coaching cycles, modeling, co-planning, and walkthrough feedback to strengthen explicit instruction, gradual release, academic feedback, and small-group differentiation. • Intensify MTSS support for scholars not demonstrating adequate response to core instruction and document intervention frequency, duration, skill focus, and progress-monitoring results.

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
Previous Goal #1 (Third Grade Goal): Reduce the percentage of third graders scoring Does Not Meet in the spring of 2025 as determined by SC READY from 43.7 % to 38% in the spring of 2026.	Based on the SC Ready 2026 scores, KGLA successfully reduced the percentage of third-grade scholars scoring Does Not Meet in the spring of 2026. The overall percentage of their performance was 31.5%.
Previous Goal #2: By May 2026, at least 65% of KGLA 4th-grade scholars will meet their typical growth goal in reading based on the spring i-Ready diagnostic.	The 2025-2026 i-Ready data for fourth grade from the Fall Diagnostic to the Spring Diagnostic shows that the goal of 65% was not met with 62% of students meeting their typical growth goal.
Previous Goal #3: By May 2026, at least 65% of KGLA 5th -grade scholars will meet or exceed their i-Ready typical growth goal in reading.	Based on the 2025-2026 i-Ready growth data, 5th grade did not meet the growth goal of 65% with only 56% of students meeting their typical growth goal.

Teacher Action Cycle: Teachers and coaches will use a recurring Plan-Teach-Assess-Analyze-Respond cycle. Each data review will result in a documented action step identifying (1) the standard/skill, (2) student group, (3) instructional or intervention strategy, (4) progress-monitoring tool, (5) frequency/duration, (6) person responsible, (7) evidence of implementation, and (8) review date. This process will guide continuous improvement in reading and writing instruction and keep schoolwide work connected to measurable academic growth and achievement.

KGLA will use MTSS as a prevention-oriented, data-driven framework to ensure every scholar receives the level of academic, behavioral, attendance, and social-emotional support needed to access strong literacy instruction. Tier 1 will provide high-quality, standards-aligned core reading and writing instruction for all scholars. Tier 2 and Tier 3 supports will provide increasingly targeted and intensive evidence-based intervention for identified reading gaps. Scholars who have mastered grade-level expectations will receive intentional enrichment so that MTSS supports both intervention and acceleration.

KGLA 2026-2027 MTSS Reading Plan Commitments
<u>Section I</u>: <u>Current</u> 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. Schools should 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.

Schoolwide Grades 3-5 Reading Growth SMART Goal: By Spring 2027, at least 50% of KGLA scholars in grades 3-5, calculated as a combined grades 3-5 cohort, will meet or exceed their individual i-Ready Typical Growth target from the Fall 2026 baseline. Progress will also be reviewed by grade level and student group after each diagnostic window. This measurable academic-growth goal, together with grade-level proficiency goals, is designed to accelerate movement toward South Carolina's 2030 vision of at least 75% of students performing at or above grade level.	• Maintain a shared grades 3-5 data tracker with fall baseline, individual Typical Growth target, diagnostic status, standards mastery, intervention/enrichment status, and next instructional action. • Implement MTSS with evidence-based Tier 1 instruction, targeted Tier 2/Tier 3 interventions for reading gaps, and enrichment for advanced readers. • Use biweekly PLC/data cycles to examine i-Ready, HMH, standards-mastery assessments, writing samples/rubrics, Lexia, intervention probes, and classroom formative evidence. • Progress monitor students receiving targeted reading intervention weekly or biweekly; use rate of improvement and fidelity data to continue, intensify, change, or fade supports. • Monitor the whole child through an MTSS dashboard/data review: academics (achievement/growth and skill probes), behavior (referrals, classroom behavior/engagement, work completion), attendance (daily attendance, tardies, early dismissals, chronic absence), and social-emotional well-being (student check-ins, teacher observations, counselor/referral information, student reflection, and family input when available). • Use 30/60/90-day school leadership reviews and fall/winter/spring diagnostic reviews to evaluate progress toward the 50% growth target and determine schoolwide instructional adjustments. • Provide teachers with actionable PLC next steps after each data review: standard/skill to reteach, students needing intervention, students ready for enrichment, writing skill focus, evidence-based strategy, progress-monitoring measure, person responsible, and review date. • Use coaching cycles to support implementation of explicit reading and writing instruction, gradual release, academic feedback, questioning, differentiation, and small-group instruction.

	• Celebrate growth and mastery while maintaining ambitious next-step goals for all learners.
Current Goal #1 (Third Grade Reading Proficiency SMART Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 39.8% to 45% in the spring of 2027.	• Provide daily standards-aligned, explicit and systematic reading and writing instruction using the district-adopted curriculum and evidence-based practices. • Unpack priority standards/indicators in PLCs and align learning targets, instruction, student tasks, writing opportunities, and common assessments. • Administer universal screening/diagnostic measures and use multiple data sources to identify word-recognition and language-comprehension needs. • Provide targeted Tier 2/Tier 3 interventions for identified reading gaps and monitor response weekly or biweekly. • Provide enrichment for advanced readers through complex text, higher-order analysis, extended writing/research, and independent application tasks. • Review student work, writing samples, standards-mastery data, and intervention data during biweekly PLC/data meetings and adjust instruction. • Use coaching cycles, modeling, co-planning, and feedback to strengthen reading and writing instruction. • Review progress at 30/60/90-day checkpoints and after each diagnostic/benchmark window; identify students on track, approaching, or off track and assign next actions. • Communicate progress and targeted supports with families and provide home literacy strategies.

Current Goal #2 (4th Grade Growth SMART Goal): Increase the percentage of fourth graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 40.4% to 45% in the spring of 2027.	• Establish Fall 2026 baseline data and individual growth targets for every scholar. • Use i-Ready domain data, HMH assessments, standards-mastery results, writing samples, Lexia/intervention data, and classroom evidence to identify strengths and reading/writing gaps. • Deliver evidence-based Tier 1 instruction with differentiation and explicit reading/writing routines. • Provide targeted Tier 2/Tier 3 intervention in identified skill gaps; progress monitor weekly/biweekly and adjust intensity based on response. • Provide enrichment for scholars demonstrating mastery through complex text, advanced vocabulary, research, writing, discussion, and higher-order application. • Analyze data in biweekly PLCs and identify specific reteaching, intervention, enrichment, and writing next steps. • Use Reading Coach support through co-planning, modeling, observation/feedback, and coaching cycles. • Conduct 30/60/90-day leadership reviews and diagnostic-window reviews to monitor grade-level trajectory and implementation fidelity.
Current Goal #3 (5th Grade Growth SMART Goal): Increase the percentage of fifth graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 56.1% to 56.5% in the spring of 2027.	• Establish Fall 2026 baseline data and individual growth targets for every scholar. • Use i-Ready domain data, HMH assessments, standards-mastery results, writing samples, Lexia/intervention data, and classroom evidence to identify strengths and reading/writing gaps. • Deliver evidence-based Tier 1 instruction with differentiation and explicit reading/writing routines. • Provide targeted Tier 2/Tier 3 intervention in identified skill gaps; progress monitor weekly/biweekly and adjust intensity based on response. • Provide enrichment for scholars demonstrating mastery through complex text, advanced vocabulary, research, writing, discussion, and higher-order application. • Analyze data in biweekly PLCs and identify specific reteaching, intervention, enrichment, and writing next steps. • Use Reading Coach support through co-planning, modeling, observation/feedback, and coaching cycles. • Conduct 30/60/90-day leadership reviews and diagnostic-window reviews to monitor grade-level trajectory and implementation fidelity.