

South Carolina Department of Education  
Read to Succeed **Middle School** Reading Plan  
2026-2027

**Kingstree Middle Magnet School of the Arts**

**Important Context**

- High schools are no longer required to complete annual reading plans.
- Only middle schools where 50% or more of students scored Does Not Meet (DNM) on SC Ready ELA in the prior school year must complete a reading plan.

**Directions: Please provide a narrative response for Sections A-I.**

**Section A:** Describe how reading assessment and instruction for all 6-8<sup>th</sup> 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.

KMMSA uses assessment data to ensure all scholars succeed in literacy. We administer the i-Ready diagnostic to all scholars in the fall, winter, and spring in the areas of phonological awareness, phonics, high-frequency words, vocabulary, and comprehension of literature and informational text. Administrators and teachers use the results to group scholars by ability level and to create instructional groups that supplement grade-level instruction.

**Current data.** On the fall 2026 i-Ready reading diagnostic (321 scholars), 20% of scholars placed on or above grade level, 22% one grade level below, 12% two grade levels below, and 46% three or more grade levels below. On the fall reading benchmark, 48% of 6th graders, 24% of 7th graders, and 36% of 8th graders scored 60% or higher. Each grade level used the benchmark to place scholars in five instructional groups: Advanced, High, Mid, Remediation 1, and Remediation 2.

**Instruction.** The McGraw Hill StudySync curriculum is used to instruct scholars in grades 6-8. It provides strong skills- and standards-based instruction while allowing teachers to tailor lessons to scholars' needs. Six units per grade provide 180 days of integrated reading, writing, listening, and speaking, which builds oral language along with vocabulary and comprehension. Scholars read rigorous, culturally relevant classic and contemporary literature each day, and scaffolds are embedded in the lessons so that all scholars can reach grade-level English/Language Arts standards.

**Section B:** Document how reading instruction and assessment for 6-8<sup>th</sup> grade students who are not on grade-level are aligned to the science of reading, structured literacy and foundational literacy skills.

Through the use of i-Ready and the McGraw Hill StudySync curriculum, KMMSA scholars who are not on grade level are taught word recognition, reading fluency, and comprehension. Instruction follows structured literacy principles: skills are taught explicitly and systematically, instruction moves from simple to complex language structures, and regular assessment of scholar progress informs the next steps in instruction.

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**Who this serves.** On the fall 2026 i-Ready reading diagnostic, 48% of 6th graders, 67% of 7th graders, and 61% of 8th graders placed two or more grade levels below. These scholars are assigned to the Remediation 1 and Remediation 2 groups in each grade.

**Assessment.** Word recognition assessment identifies each scholar's reading level and specific needs. It includes automatic recognition of high-frequency words, decoding of unfamiliar words, and timed passage reading to measure fluency. Assessments also check scholars' understanding of spelling patterns and sound-letter correspondences, and the results guide individualized instruction.

**Instruction.** Teachers provide systematic phonics instruction, vocabulary development through morphology (roots, prefixes, and suffixes), and fluency practice through repeated readings, choral reading, and StudySync. Scholars are also taught to use context clues to determine the meaning of unknown words. These practices build the phonological and morphological awareness that supports word recognition, fluency, and comprehension.

**Section C:** Document how the school uses interim assessment data and diagnostic assessment data to determine intervention supports for students in 6-8<sup>th</sup> grade who have failed to demonstrate grade-level proficiency in reading.

Reading proficiency is essential for academic success and personal growth. KMMSA uses universal screening and diagnostic data to create data-driven pathways for intervention that address word recognition or language comprehension deficits.

**Initial screening and ongoing monitoring.** At the beginning of the school year, the i-Ready diagnostic is administered to all scholars in grades 6-8. It is administered three times a year, and growth monitoring takes place between diagnostics so that scholars in Tier 2 and Tier 3 are assessed and taught at their ability level.

**Identifying scholars and grouping for intervention.** Scores that fall below established benchmarks identify scholars who need further evaluation and intervention. Scholars are placed in instructional groups using i-Ready, the fall reading benchmark, and SC READY scores. On the fall 2026 reading benchmark, 39 of 111 6th graders (35%), 63 of 106 7th graders (59%), and 47 of 97 8th graders (48%) scored below 50%. These scholars are served in the remediation groups and receive Tier 3 intervention weekly during WIN time.

**Priority groups.** Current 7th graders are the lowest group, with 53% placing three or more grade levels below on the fall 2026 i-Ready reading diagnostic. Sixth grade is a schoolwide priority because 6th-grade SC READY ELA fell from 49.1% to 36.3% Meets and Exceeds in 2026.

**Collaboration.** Teachers, coaches, and special education staff review data regularly to discuss scholar progress and refine intervention strategies. Ongoing training on interpreting assessment data and implementing interventions keeps the approach consistent across classrooms.

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

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Supporting scholars' literacy development at home is critical to their reading and writing growth. KMMSA has a system to give parents the knowledge, resources, and strategies they need, built on collaboration between home and school.

**Why this matters at KMMSA.** On the 2025-2026 SC School Climate Survey, 64.3% of parents agreed that teachers tell them how to help their child learn, 78.6% agreed that the school gives them information about what their child should be learning, and 58.9% agreed that teachers contact them to say good things about their child. Raising these percentages is a focus of our parent literacy work this year.

**Literacy workshops.** KMMSA conducts workshops that inform parents about the literacy curriculum and strategies for building comprehension, vocabulary, fluency, and writing at home. Workshops include hands-on activities that parents practice with their children, such as shared reading and writing.

**Resources.** Parents receive literacy guides with tips, activities, and reading lists for each grade level, along with curated lists of age-appropriate books and ideas for family book clubs.

**Communication.** Teachers and administrators stay in contact with parents through newsletters, phone calls, written notes, the school's website, and the school's Facebook page. Progress reports and parent-teacher conferences give parents their child's reading level, strengths, and areas for improvement.

**Family engagement.** The school holds family literacy nights with reading and writing activities and events where scholars share their writing with families. Partnerships with the local library help parents learn about community resources.

**Support for diverse needs.** Resources and workshops are offered in multiple languages, reading materials reflect scholars' cultural backgrounds, and parents of striving readers and writers receive targeted strategies and information about tutoring options.

**Section E:** Document how the school provides for the monitoring of reading achievement and growth at the classroom and school level with decisions about 6-8<sup>th</sup> grade intervention based on all available data to ensure grade-level proficiency in reading. KMMSA is committed to ensuring that all scholars in grades 6-8 achieve grade-level proficiency in reading. We monitor reading achievement and growth with several data sources and use them to make intervention decisions.

**Data collection.** The i-Ready diagnostic is the universal screener and is given to all scholars at the beginning, middle, and end of the year. Teachers use formative assessments such as quizzes, vocabulary checks, and reading reflections throughout the year. Scholars identified as at risk receive diagnostic assessments that pinpoint specific areas of difficulty, such as word recognition or comprehension.

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**Classroom-level review.** Teachers meet regularly by department to analyze classroom data, discuss individual scholars, and share strategies. Teachers keep records of scholar performance over time to show growth and identify scholars who need more support.

**School-level review.** School leadership reviews reading data by grade level and by cohort. Schoolwide, the percentage of scholars on or above grade level on the fall i-Ready reading diagnostic was 19% in 2024, 16% in 2025, and 20% in 2026, and the percentage three or more grade levels below was 46%, 53%, and 46%. By cohort, current 7th graders improved from 12% to 19% on or above grade level between 6th and 7th grade, while the percentage of current 8th graders three or more grade levels below grew from 39% to 48% to 53%. These trends direct where intervention time and coaching are assigned.

**Intervention decisions.** KMMSA uses a Multi-Tiered System of Supports (MTSS). Tier 1 is instruction for all scholars using evidence-based practices. Tier 2 is targeted small-group intervention with progress monitoring. Tier 3 is intensive intervention for scholars who do not respond to Tier 2. Regular review meetings are used to judge whether interventions are working and to adjust them.

**Communication.** Parents receive updates on their child's reading progress through report cards, conferences, and individual communication about interventions.

**Section F:** Describe how the school provides teacher training based in the science of reading, structured literacy, and foundational literacy skills to support striving readers in 6-8<sup>th</sup> grade.

KMMSA recognizes the importance of equipping teachers with the knowledge and skills to support striving readers. Our training focuses on the science of reading, structured literacy, and foundational literacy skills for grades 6-8.

**Why this matters at KMMSA.** Half of our teaching staff are new to KMMSA this year. On the 2025-2026 SC School Climate Survey, 90.0% of teachers agreed that teachers use effective strategies for low-achieving students, compared with 95.4% across the district, and 86.7% agreed that they have relevant professional opportunities. Training on strategies for striving readers is therefore a priority.

**Structured literacy training.** Training covers explicit, systematic instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension, with strategies for adapting these practices to middle school scholars.

**Ongoing professional development.** Teachers receive weekly and monthly professional development. Workshops through the year deepen understanding of specific literacy components and of scaffolding and differentiated instruction for striving readers.

**Coaching.** KMMSA has one instructional coach and one fine arts coach. Coaches and administrators observe classrooms, give feedback on literacy instruction, and model instructional strategies so that teachers see structured literacy practices in action.

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**Data-informed instruction and PLCs.** Teachers are trained to use assessment tools to identify scholars' reading levels, strengths, and areas for growth and to monitor progress. In Professional Learning Communities, teachers analyze assessment data together and share resources, lesson plans, and strategies.

**Curricular materials.** Teachers have access to the district-adopted McGraw Hill StudySync curriculum and i-Ready resources, with lesson plans and intervention strategies for striving readers.

**Section G: Analysis of Data**

| Strengths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Possibilities for Growth                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• SC READY ELA: 7th grade rose from 47.2% to 51.5% Meets and Exceeds and 8th grade rose from 48.9% to 53.5% in 2026. Both are the highest results in six years.</li><li>• Fall 2026 i-Ready reading: 20% of scholars are on or above grade level, up from 16% in fall 2025, and the percentage three or more grade levels below fell from 53% to 46%.</li><li>• Current 7th graders grew as a cohort, from 12% on or above grade level as 6th graders to 19% as 7th graders.</li><li>• i-Ready fall, on grade level or one grade level behind: 6th grade 52%, 7th grade 34%, 8th grade 39%.</li><li>• Fall reading benchmark, scoring 60% or higher: 6th grade 48%, 7th grade 24%, 8th grade 36%.</li></ul> | <ul style="list-style-type: none"><li>• 6th-grade SC READY ELA fell from 49.1% to 36.3% Meets and Exceeds in 2026. 6th grade is a schoolwide priority.</li><li>• Two or more grade levels below on the fall 2026 i-Ready reading diagnostic: 48% of 6th graders, 67% of 7th graders, and 61% of 8th graders.</li><li>• Among current 8th graders, the percentage three or more grade levels below has grown each year, from 39% to 48% to 53%.</li><li>• Fall reading benchmark, scoring below 50%: 35% of 6th graders, 59% of 7th graders, and 48% of 8th graders.</li></ul> |

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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).

| Goals                                                                                                                                                                                                                                                                                                                                                                                                                                | Progress                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Previous Goal #1</u><br/>By the end of 2025-26 school year, 215 scholars will improve to the status of Met and 120 scholars will improve to the status of approaching, and 15 scholars will move to Exceed on ELA.</p>                                                                                                                                                                                                         | <p>This goal was not met and will be continued with updated targets. On the 2026 SC READY ELA, the percentage of scholars scoring Meets or Exceeds rose to 51.5% in 7th grade and 53.5% in 8th grade and fell to 36.3% in 6th grade.</p>              |
| <p><u>Previous Goal #2:</u><br/>By the end of the 2025-26 school year, KMMSA 6th–8th grade scholars will increase their vocabulary knowledge and usage by 80%, as measured by pre- and post-assessments, through structured reading, writing, and word-learning strategies such as iReady.</p>                                                                                                                                       | <p>This goal was not met. On the i-Ready reading goal tracked in the end-of-year data review, 6th grade moved from 12% to 28%, 7th grade from 20% to 30%, and 8th grade from 16% to 37%, which was below the spring targets of 33%, 32%, and 40%.</p> |
| <p><u>Previous Goal #3:</u><br/>By the end of the 2025-2026 academic school year, KMMSA 6th–8th grade scholars will demonstrate an 80% or higher proficiency in reading comprehension (as measured by standardized assessments, classroom assignments, and teacher-created benchmarks) by applying comprehension strategies such as summarizing, questioning, inferring, and analyzing across multiple genres and subject areas.</p> | <p>This goal was not met. On the 2026 SC READY ELA, 36.3% of 6th graders, 51.5% of 7th graders, and 53.5% of 8th graders scored Meets or Exceeds. On the fall 2026 i-Ready diagnostic, 20% of scholars were on or above grade level in reading.</p>   |

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

- Goals should be academically measurable. ***All goals should focus on academic growth or achievement and align with the 2030 vision of 75% of students at or above grade level. 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><br>By the end of the 2026-27 school year, the percentage of scholars scoring Meets or Exceeds on SC READY ELA will increase by 15 percentage points in each grade: 6th grade from 36.3% to 51.3%, 7th grade from 51.5% to 66.5%, and 8th grade from 53.5% to 68.5%.                                                                                                                                         | 1. Data review of i-Ready and reading benchmark data in the fall, winter, and spring<br>2. Tier 3 intervention during WIN time weekly in the area of reading<br>3. After school program focusing on weak areas in reading<br>4. Focused small group intervention for the five fall benchmark groups, with 6th grade as the priority |
| <u>Current Goal #2:</u><br>By the spring 2027 i-Ready diagnostic, the percentage of KMMSA 6th–8th grade scholars on or above grade level in reading will increase from 20% to 35% (6th grade from 23% to 38%, 7th grade from 19% to 34%, and 8th grade from 17% to 32%), through structured reading, writing, and word-learning strategies.                                                                                        | 1. i-Ready fall, winter, and spring diagnostic testing<br>2. Expose scholars to fiction, nonfiction, poetry, and informational texts<br>3. Assign content-area reading (science articles, historical documents) to strengthen Tier 3 vocabulary                                                                                     |
| <u>Current Goal #3:</u><br>By the spring 2027 i-Ready diagnostic, the percentage of KMMSA 6th–8th grade scholars who are three or more grade levels below in reading will decrease from 46% to 31% (6th grade from 33% to 18%, 7th grade from 53% to 38%, and 8th grade from 53% to 38%) by applying comprehension strategies such as summarizing, questioning, inferring, and analyzing across multiple genres and subject areas. | 1. i-Ready fall, winter, and spring diagnostic testing<br>2. Independent reading weekly<br>3. Library time and instructional support to pick out books<br>4. Reading logs and incentives for reading                                                                                                                                |