South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2025-2026

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? 4
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 13
- 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? 4
- How many CERDEP PreK teachers in your school have completed EC LETRS? 2
- How many CERDEP PreK teachers in your school are beginning EC LETRS this year? 2

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.

Ben Hazel Elementary School uses a variety of instructional materials for Pre-K through 4th grade to include oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to aid in the comprehension of texts to meet grade-level English/Language Arts standards. Pre-Kindergarten uses World of Wonders, Learning Without Tears and Heggerty. All other grade levels use Ready Reading in the areas of oral language, fluency, vocabulary and comprehension. Open Court Green band is used for phonics instruction in grades K-3. Fourth grade uses Open Court Green Band for Word Analysis, Heggerty is used for phonemic awareness for grades Pre-K through second grade. All HQIM are utilized to teach SCCCR ELA State Standards.

Ben Hazel Elementary School assesses our students three times a year using iReady Reading. Pre- Kindergarten uses my IGDIs to put every child on the path to kindergarten readiness with research-based indicators for early literacy. Kindergarten uses KRA to measure a child's readiness for kindergarten by evaluating their skills in language and literacy. Embedded in our curriculum materials we utilize the Ready Reading lessons and unit assessments as well as the Open Court green band weekly and unit assessments for all other grade levels.

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.
Ben Hazel Elementary School uses a variety of curricula materials to instruct in the word recognition pathway to support the science of reading, structured literacy, and foundational literacy skills. In grade Prek-2nd Heggerty is used to instruct students daily in Phonological Awareness.

Students in grade K-2 are instructed in the areas of phonological awareness and phonics through the Open Court Green Band. Students in grades 2-3 are instructed in phonics utilizing the Open Court Green Band. In grade 4, students are instructed in Word Analysis through the Open Court Green Band. Students who have been classified in Tier 2 and Tier 3 based on iReady data are given additional assessments to determine if they need additional instruction in the area of word recognition. Data collected from these assessments will then be paired with instructional materials from UFLI, Open Court Green Band Intervention Guide, Florida Center for Reading Research, or i-Ready Tools for Next Steps. The students will receive targeted instruction from these materials that meet their individual needs in an individual or small group setting. Students in grade K-1 are assessed in the areas of phonological awareness and phonics through the Open Court Green Band weekly and unit assessments. In the word recognition pathway, the student will be assessed in the areas of phonological awareness and phonics. In the PA pathway students will be given the Kilpatrick PAST assessment. In phonics students will be given at least one phonics screener. The screeners that can be utilized are the LETRS Basic Spelling Screener, LETRS Advanced Spelling Screener, or the LETRS Phonics and Word Reading survey.

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.

Ben Hazel Elementary School uses universal screener data and diagnostic assessment data from i-Ready three times a year. After administration of iReady diagnostic, students are sorted into 3 instructional tiers. In grades 1 – 4 students in Tier 2 and 3 are then put through the Hampton County ELA Decision Tree process. This begins with the administration of an Oral Reading Fluency Assessment on a grade level reading passage from DIBELS. If the student scores below the 50th percentile norm the student will move through the word recognition pathway. If the student is above the 50th percentile norm they will move through the language comprehension pathway.
In the word recognition pathway, the student will be assessed in the areas of phonological awareness and phonics. In the PA pathway students will be given the Kilpatrick PAST assessment. The data from the PAST assessment is then used to inform instruction for the student. Based on the PAST data the student will receive targeted instruction from Heggerty, Florida Center for Reading Research, or i-Ready Tools for Next Steps. In phonics students will be given at least one phonics screener. The screeners that can be utilized are the LETRS Basic Spelling Screener, LETRS Advanced Spelling Screener, or the LETRS Phonics and Word Reading survey. After the assessments are given and data is analyzed a goal is set for the student's instructional needs. Data collected from these assessments will then be paired with instructional materials from UFLI, Open Court Green Band Intervention Guide, Florida Center for Reading Research, or i-Ready Tools for Next Steps. The students will receive targeted instruction from these materials that meet their individual needs in an individual or small group setting. Students are progress monitored in the Word Recognition Pathway weekly utilizing a similar set of words from the initial assessment to track progress. Students are also given a monthly ORF progress monitoring assessment. If students meet their goal they are then moved to the next skill in the continuum. This process is repeated after the administration of iReady in the Fall Winter and Spring.

In the Language Comprehension Pathway an iReady domain analysis is completed in the Vocabulary, Comprehension Literature, and Comprehension Informational domains. A series of questions is also utilized to determine students' instructional needs. The questions are as follows:
Does the student have adequate* vocabulary knowledge to comprehend text? (morphology, Tier 1 & Tier 2 words)
Does the student have adequate* background knowledge to comprehend text?
Does the student understand simple to complex sentence syntax for adequate* sentence comprehension?
Does the student use strategies to self-monitor (rereading, mental imagery, asking questions) their understanding?
Does the student have adequate* understanding of text genres (structures and features)?
Does the student use higher level reasoning (inference, prediction, compare/contract, summarizing, etc.) to comprehend text?
Does the student demonstrate adequate* written expression?
A goal is then set for students based on their instructional needs. Instructional materials from iReady Tools for Next steps, Florida Center for Reading Research, F&P Guided Reading Kits (utilizing grade level text) are used to meet student's needs. Students are given a progress monitoring check weekly until the goal has been met and a new goal is determined. This process is repeated after the administration of iReady in the Fall, Winter and Spring.
In Kindergarten after the administration of the iReady Tier 2 and tier 3 students are given the LETRS Phonics and Word Reading Survey and the Heggerty Phonemic Awareness assessment in order to determine the instructional next steps. Data collected from these assessments will then be paired with instructional materials from UFLI, Open Court Green Band Intervention Guide, Florida Center for Reading Research, or i-Ready Tools for Next Steps. The students will receive targeted instruction using these materials that meet their individual needs in an individual or small group setting. Students are progress monitored in the Word Recognition Pathway weekly utilizing a similar set of words from the initial assessment to track progress. The process is repeated after the administration of iReady in the Fall, Winter, and Spring.

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.

Ben Hazel Elementary School has a system in place to help parents support their student(s) as a reader and writer. Our school sends home the iReady diagnostic results report to parents to inform them at the beginning of the year where their child is scoring nationally compared to other students their age. This report outlines the areas of strengths and opportunities for growth in each domain. We send home a letter explaining the level their child is currently being instructed on during small group instruction. This outlines the child's areas of strengths and opportunities for growth. Our school has individual grade level parent nights in the month of September to inform our parents on ways to help support their student in reading and writing at home. Our school sent home a resource for letter formation to help our parents support their child with handwriting. We

also have weekly grade level newsletters with strategies on how to support their student at home in the areas of reading and writing. We will have parent teacher conferences the day after report cards go home for the 1st nine weeks to discuss student progress with parents.

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.

Ben Hazel Elementary School provides for the monitoring of reading achievement and growth at the classroom and school level with decisions about intervention based on all available data to ensure grade-level proficiency in reading. Our school begins by analyzing i-Ready screener assessment data to determine students in Tier 2 and Tier 3. Students are progress monitored in the Word Recognition Pathway weekly utilizing a similar set of words from the initial assessment to track progress. Students are also given a monthly ORF progress monitoring assessment. Students are progress monitored in the Language Comprehension pathway weekly based on the initial assessment given. If students meet their goal they are then moved to the next skill in the continuum. This process is repeated after the administration of iReady in the Fall, Winter and Spring.
PreK students have a CERDEP portfolio that contains: work samples, assessment data, pertinent student information, etc. All students in grades K-5 have an Individualized Reading Plan folder that contains: assessments given, student learning pathway documents, goals, progress monitoring notes, and instructional next steps for students. These folders follow the students through each grade level to ensure grade level proficiency at each grade.
Tier 2 and Tier 3 students will receive additional services in their identified targeted area utilizing an intervention plan that is monitored for 6 to 8 weeks. If the target student is showing growth, then the intervention strategy is continued and monitored for progress until grade level proficiency occurs. If the target student is not showing growth, then the school level MTSS team conducts a meeting to determine the next steps for more intensive intervention. The students are given weekly probes to monitor progress towards grade level proficiency over 4 to 6 weeks. If a student still doesn't make growth, the MTSS team will meet with SPED and parents to discuss continuing intervention or starting the referral process for evaluation.

Students reading at or above grade level are progress monitored utilizing Tier 1 curriculum assessments and iReady diagnostic assessments to ensure students are always meeting grade level expectations.

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.

Ben Hazel Elementary School provides teacher training based in the SOR, structured literacy, and foundational literacy skills to support all students. All teachers have been given the opportunity to participate in LETRS learning. The Reading Coach is providing focused support through PLC/s and

classroom support with Open Court Green Band and Heggerty instruction, Anita, Archers Next Steps for Explicit Instruction, LETRS explicit vocabulary routine, Hampton County School District ELA Decision Tree, and all the components particularly administering the assessments, writing goals, and pairing instructional materials.

The district provided UFLI training for teachers in grades K-3. The district also meets with instructional leaders monthly to offer support that can be redelivered to teachers. The district also partners with the SCDE Literacy Specialist to provide ongoing support to the reading coach in the areas of Explicit Instruction, HQIM, and Coaching Professional Development. This in turn is redelivered by the reading coach to further support the teachers in these areas.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• All teachers have had or currently have access to LETRS training. • Teachers are provided with HQIM (Heggerty, Ready Reading, Open Court Green Band) • Benchmark assessment to guide growth. • 71% of our students are scoring on grade level in the high frequency words domain on iReady. • The Reading Coach supports teachers through weekly PLC's, coaching cycles, and classroom models. • Phonics Bootcamp is monitored by Reading Coach and classroom teachers for Tier 2 and Tier 3 students. • Open House Grade Level Parent Nights and Parent Teacher Conferences allow for parents to gain tools for supporting Students. • Ben Hazel Elementary maintains a data wall that is a current snapshot of a students' academic progress. It has all services coded and is monitored regularly by all certified staff.	• Quality of Tier 1 Instruction • Small Group Instruction that is targeted for student needs. • Classroom Environment that promotes a positive learning environment • Classroom Management • The phonics domain was 58% and vocabulary 50% at the end of the school year. • Data Driven Instruction • Increase teacher utilization of Anita Archer's 16 Elements of Explicit Instruction

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 [2024] as determined by SC READY from 32% to 25% in the spring of [2025].	Met Goal: Ben Hazel Primary had 11% of third graders that scored Does Not Meet on the spring SC Ready 2025.
Previous Goal #2: 75% Ben Hazel Primary School's students in grades Kindergarten -3rd grade will meet their Typical Growth in reading according to i-Ready.	94% of Ben Hazel Primary School's students in grades Kindergarten -3rd grade met their Typical Growth in Reading according to i-Ready.
Previous Goal #3: Ben Hazel Primary's Reading Teachers enrolled in Year 1 of LETRS will complete the final assessment with a passing score.	100% of the teachers enrolled in LETRS completed the final assessment with a passing score.

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
Current Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds from the spring of [2025] as determined by SC READY from 60% to 70% in the spring of 2026.	BHES teachers will use Ready Reading, Open Court Green Band, and Heggerty with fidelity as Tier 1 instructional materials. The Reading Coach will support the teacher in planning and instruction for implementing HQIM. Teachers will meet for weekly PLC and follow up by taking new learning into the classroom for implementation. Teachers will use the Hampton County Decision Tree for screening to determine the needs of students that are currently in Tier 2 and Tier 3. They will instruct these students in small groups using intervention materials. Teachers will monitor the MTSS process through EdPlan.

Current Goal #2: 70% of Ben Hazel Elementary School students will score Tier 1 for Phonics on the final diagnostic in Reading in the spring of 2026.	We are teaching Open Court Green Band with fidelity and progress monitoring students closely. We participated in Phonics Bootcamp in the month of October.
Current Goal #3: 60% of Ben Hazel Elementary students will score in Tier 1 for the domain of Vocabulary. Goal # 4 Ben Hazel Elementary will decrease the chronic absenteeism from 25.2% to 22% by the end of the 2025-2026 school year.	We will implement a schoolwide vocabulary routine that we learned in LETRS training. We will intentionally teach vocabulary in all subject areas. We are tracking students that are chronically absent. We are offering incentives to students based on attendance rates. We are tracking students as a grade level so that they can have a friendly competition.