

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? 2
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 0
- How many teachers in your school are beginning Volume 1 of LETRS this year? 2
- How many teachers in your school are beginning Volume 2 of LETRS this year? 2
- 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 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.

Hampton Intermediate School uses a variety of instructional materials to include oral language, phonics, fluency, vocabulary, and comprehension to aid in the comprehension of text to meet grade-level English Language Arts standards. In grade 5, we use Ready Reading in the areas of oral language, fluency, vocabulary and comprehension. Open Court green band for word analysis is used for fifth grade. Hampton Intermediate School assesses our students three times a year in iReady. 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. All HQIMs are utilized to teach SCCR ELA state standards.

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.

Hampton Intermediate 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 5, 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 the 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. In grade 5, students are assessed in Word Analysis through the Open Court Green Band weekly and unit assessments. 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. 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

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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.

Hampton Intermediate School uses universal screener data and diagnostic assessment data from i-Ready three times a year. After administration of iReady students are sorted into 3 instructional tiers. In grade 5, 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 Dibles. 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 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/contrast, 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

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(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 Fifth grade after the administration of the iReady Tier 2 and tier 3 students are given the LETRS Phonics and Word Reading Survey and the 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 from these materials that meet their individual needs in an individual or small group setting. Students are monitored progress 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. Hampton Elementary has a system in place to help parents to support their student 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 also send home a letter explaining the level their child is currently being instructed on during guided reading group instruction. This outlines the child's areas of strength and opportunities for growth. We also send home or posted on parent square a weekly newsletter with skills and strategies on how to support their child at home in the areas of reading and writing. We have parent teacher conferences the day after report cards district wide.

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.

Hampton Intermediate 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. All students in grade 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 from grade level to 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

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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.

Hampton Intermediate School provides teacher training based in the science of reading, structured literacy, and foundational literacy skills to support all students. All eligible 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 Anita Archers' Next Steps for Explicit Instruction, LETRS explicit vocabulary routine, ELA Decision Tree and all the components related to administering the assessments, writing goals, and pairing instructional materials.

The district meets with instructional leaders monthly to offer support that can be redelivered to teachers. The district also partners the with 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.

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Section G: Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> • Teachers are provided with high quality (Tier 1) instructional materials. • Teachers are supported in weekly PLC's and grade level collaborations. • Additional 30 minutes built into the daily schedule for intervention (Hornet Time) • We have school level MTSS teams to help support students not at grade level proficiency. • We have MTSS intervention groups. • The students individualize pathways are monitored and documented by teachers and the instructional and the reading coach. 	<ul style="list-style-type: none"> • Follow classroom schedule and provide an environment that promotes learning. • Full implementation of iReady. • Insure that small group instruction is utilized for the time set aside for intervention during Hornet Time. • Goal is for every student to pass 2 iReady lessons each week. • Full implementation of Open Court green ban for grade 5. • Data driven instruction. • Increase the vocabulary domain on iReady. • Increase teacher utilization of Anita Archer 16 elements of explicit instructions to drive teaching. • Phonics Boot camp for tier 2 and 3 is monitored by the reading coach and teachers. •

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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). As a reminder, all schools serving third grade were required to use Goal #1 (below).

Goals	Progress
<p><u>Previous Goal #1 (Third Grade Goal):</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of [two school years prior] as determined by SC READY from _____ % to _____ % in the spring of [previous school year].</p>	<p>Not Required. Hampton Intermediate School-Grades 5-6 only.</p>
<p><u>Previous Goal #2:</u> By the end of the school year 2024-2025, Hampton Intermediate School will increase the percentage of students scoring at a Tier 1 level as measured in iReady by 3%: 4th Grade: increase from 31% to 34%. 5th Grade: increase from 24% to 27%.</p>	<p>The percentage of students scoring at Tier 1 level on the iReady assessment by the end of the 2024-2025 school year made improvements. All grade levels met their goals.</p> <p>4th Grade: increased by 13%: 31% to 44% 5th Grade: increased by 21%: 24% to 45%</p>
<p><u>Previous Goal #3:</u></p>	

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
<p><u>Current Goal #1 (Third Grade Goal):</u> 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 [previous school year].</p>	<p>Not Required. Intermediate School-Grades 5-6 only.</p>
<p><u>Current Goal #2:</u> By the end of the school year 2025-2026, Hampton Intermediate School will increase the percentage of students scoring at a Tier 1 level as measured in iReady by 10%: 5th Grade: 24% to 34%</p>	<ul style="list-style-type: none"> • Implement iReady Reading with fidelity. Goal is for every student to pass 2 lessons each week. • Continue Intervention for an additional 30 minutes a day. • Continue to provide on-going coaching and support to teachers. • Continue weekly collaboration/PLC meetings with a focus on digging deeper into student data.

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Current Goal #3:

By the end of the school year 2025-2026, Hampton Intermediate School will decrease the percentage of students scoring at a Tier 2 and Tier 3 in the vocabulary domain as measured in iReady by 10%:

5th Grade: decrease from 84% to 74%.

- Utilizing the HCSD decision tree assessments and resources as a guide to support students.
- Continue intensive Intervention.
- Implement Open Court Green Band lessons and routines with fidelity.
- Implementing LETRS explicit vocabulary routine and activities.
- Continue to provide on-going coaching and support to teachers.
- Continue weekly collaboration/PLC meetings with a focus on digging deeper into student data.