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2025-2026 Primary and Elementary Reading Plan

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Section A: Five Pillars of Reading Instruction

Describe how reading assessment and instruction for all 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.

The 2025-2026 school year at Red Cedar Elementary represents the second year of implementation with the newly adopted South Carolina College- and Career-Ready (SCCCR) ELA Standards and district-adopted HQIM (high-quality instructional materials). Building on the foundational work completed during the 2024-2025 school year, this year emphasizes refinement, alignment, and consistency across classrooms to ensure that instruction reflects both the intent of the standards and the full potential of the instructional resources.

During Year 1, a team of curriculum mappers representing schools throughout Beaufort County School District (BCSD) developed pacing guides and alignment documents that paired the SCCCR ELA standards with the adopted instructional materials. Teachers and PLCs at Red Cedar engaged in deep dives into the new materials, collaborated to compare student work, and provided feedback to strengthen alignment between standards, curriculum, and assessments.

In Year 2, Red Cedar will move beyond initial adoption to a focus on instructional precision and coherence. Teachers will refine their practice by:

- Using the pacing and alignment documents not only as guides but as living tools, adjusting instructional decisions based on real-time data and PLC analysis.

- Strengthening vertical alignment across grade levels to ensure students' skill development builds seamlessly from year to year.

- Incorporating district feedback loops and ongoing professional development, including LETRS training and PLC-based inquiry cycles, to deepen teacher understanding of how to teach the standards with rigor and equity.

- Expanding family and community partnerships to support literacy at home, ensuring a shared responsibility for student success.

The second year is a pivotal one-shifting from "learning the new" to mastering and optimizing. With teachers now more confident in the resources and expectations, the emphasis will be on consistent implementation, equitable student outcomes, and preparing every learner to exceed the demands of the SCCCR standards.

At Red Cedar, we've continued to take steps to ensure precise alignment between resources and standards. Specifically, for our elementary students using HMH materials, we've created a comprehensive document that tracks each instance a standard is taught and assessed. This includes a detailed mapping of textbook activities to specific standards, helping teachers make clear connections during instruction. Phonological awareness and

phonics, which are key elements of early literacy, will follow HMH's scope and sequence, and vocabulary instruction is delivered explicitly using both HMH, all reflected in our curriculum maps for teacher guidance.

To complement the curriculum, we also use additional assessment tools, such as skill and standard-based checklists and informal running records, to monitor student progress and inform instruction. Many of our teachers are also exploring assessment tools (PAST, CORE, etc) recommended by LETRS training to further support literacy development.

A key component of our approach is the weekly Professional Learning Community (PLC) meetings. During these meetings, teachers come together to study the alignment of the new SCCCR ELA standards and compare student work. These collaborative discussions not only guide the implementation of the new standards but also provide valuable feedback to the district-wide curriculum mapping team. This feedback helps refine the pacing guides and resolve any issues that arise during implementation, ensuring that we maintain consistency and high expectations across the district.

Section B: Foundational Literacy Skills, Continued

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 Red Cedar Elementary, our Word Recognition assessment and instruction for PreK-5th grade students are meticulously aligned with the Science of Reading, structured literacy principles, and foundational literacy skills, ensuring that our literacy practices are both evidence-based and systematic. This alignment provides a solid foundation for early reading success for all students.

We integrate the Science of Reading, a comprehensive body of research that emphasizes phonological awareness, phonics, fluency, vocabulary, and comprehension, into our daily instruction. This research informs our structured, sequential approach to literacy, ensuring that our students develop these essential components at every stage.

Our word recognition instruction for PreK-5 is grounded in explicit, systematic, cumulative teaching of language structures. Here's how we implement this in practice:

- **Phonological Awareness:** Starting in PreK, students engage in daily activities that build their ability to identify and manipulate sounds in spoken words. These activities progress from larger sound units (e.g., rhyming, syllables) to more refined skills (e.g., phonemes).

- **Phonics and Decoding:** Beginning in kindergarten, we follow HMH's strategic scope and sequence for phonics instruction. This systematic approach helps students associate letters with sounds and blend sounds to decode words, progressing from simpler to more complex patterns.

- **High-Frequency Word Instruction & Orthographic Mapping:** High-frequency words are taught explicitly, with attention to both regular and irregular phonological patterns. Instruction supports orthographic mapping, helping students permanently store words in long-term memory and recognize them automatically - a critical step in developing fluent reading.

- **Spelling and Writing:** We integrate spelling (encoding) with reading (decoding), helping students make connections between the two. Writing activities are included in daily instruction to reinforce sound-symbol relationships and apply word recognition skills in context.

- **Vocabulary and Language Development:** Daily instruction incorporates explicit teaching of Tier 2 and Tier 3 vocabulary, connected to reading, writing, and content areas. Students build word knowledge through meaningful discussion, wide reading, and application in multiple contexts - ensuring vocabulary growth supports comprehension and overall literacy development.

To ensure our students are mastering foundational literacy skills, we employ a multi-layered assessment approach aligned with the

Science of Reading and structured literacy models. These assessments focus on:

- Phonological Awareness: Using HMH's skill checklists and PAST assessments, teachers monitor students' ability to recognize and manipulate sounds, identifying areas that need additional support.

- Phonics Skills: Phonics assessments, both formal and informal (research-recommended strategies), help measure proficiency in sound-symbol correspondences. Teachers adjust instruction based on students' growth.

- Fluency: Running records and fluency checks are used to assess students' accuracy, rate, and expression, ensuring they are progressing in automatic word recognition, which is critical for comprehension.

- Skill-Based Checklists and Running Records: Teachers track progress using standard-based checklists and informal running records, providing real-time insights into student strengths and areas for intervention.

Connection to LETRS Training:

Our structured literacy approach is further enhanced through LETRS (Language Essentials for Teachers of Reading and Spelling) training, which equips teachers with advanced knowledge of the science of reading and effective methods for teaching foundational literacy. All K-3 teachers are participating in LETRS, with most in year 2, and three teachers have finished both volumes. This professional development is carefully aligned with our curriculum, instruction, and standards, ensuring that teachers are well-prepared to assess, diagnose, and intervene for students who need additional support.

To address gaps in foundational literacy skills, Beaufort County School District (BCSD) employs the Systematic Instruction in Phonics, Phonemic Awareness, and Sight Words (SIPPS) program. This resource supports students in the early grades by providing additional instruction in critical reading skills, especially where the South Carolina Department of Education (SCDOE) has emphasized foundational reading standards. This preparation equips students for the more complex vocabulary, writing, and reading demands of grades 3-12.

Our commitment to literacy instruction is further supported by weekly Professional Learning Community (PLC) and planning sessions, where teachers deeply engage with the HMH curriculum. These collaborative meetings provide opportunities for teachers to examine how well instructional strategies align with the new

SCCCR ELA standards, compare student work, and make real-time adjustments. This process ensures that our curriculum is implemented effectively, and that instruction meets the diverse needs of all students.

Through this structured, evidence-based approach-supported by ongoing professional development and collaborative planning-Red Cedar Elementary is building a strong literacy foundation in the early grades. This comprehensive model ensures that all students acquire the essential skills they need for success throughout their academic journey and beyond.

Section C: Intervention

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.

At Red Cedar Elementary, we use universal screener data, alongside diagnostic assessment data, to identify targeted pathways for intervention for PreK-5th grade students who have not demonstrated grade-level reading proficiency. This process allows us to determine whether a student requires focused support in word recognition or language comprehension, ensuring that each intervention is aligned with the student's specific needs.

All students at Red Cedar participate in the IReady screener/diagnostic assessment, which provides comprehensive data on student proficiency in reading. If the IReady assessment identifies gaps in foundational literacy skills, we initiate a deeper diagnostic process to pinpoint the exact areas where support is needed.

Targeted Intervention Pathways:

For students identified with gaps in foundational skills, such as phonological awareness, phonics, or decoding, our trained intervention team administers evaluative screeners. The results of these screeners help determine the appropriate level of intervention. Based on the data, students are placed into small group interventions, where they receive tailored instruction designed to accelerate their learning and address their specific foundational gaps.

Comprehensive Intervention Support:

These targeted interventions are delivered by trained interventionists who focus on building word recognition skills and fluency. Daily intervention provides a structured approach to help students close the gaps in their literacy development, ensuring they are better prepared for grade-level reading demands.

By combining universal screening with precise diagnostic tools, Red Cedar ensures that students receive the targeted interventions they need, whether focused on word recognition or language comprehension, helping them progress toward grade-level reading proficiency.

Section D: Supporting Literacy at Home

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.

At Red Cedar Elementary School, we have a comprehensive system in place to help parents support their children as readers and writers at home. We begin the school year with an open house and Back-to-School Night, where we share practical strategies for parents to use at home to reinforce literacy skills. We also host school-wide parent-teacher conferences that highlight the importance of reading at home and how parents can create a supportive reading environment.

To maintain ongoing communication, important updates on student progress are shared through report cards, progress reports, PowerSchool access, and frequent updates via ClassDojo. This keeps parents informed about their child's academic standing and specific areas where support might be needed. The school also supplies each student/family with an agenda book. The students use it as a daily communication tool at home and school. Reflections, goals, and celebrations can be recorded on a daily basis.

Additionally, we offer the Latino Literacy Family Project workshop annually, specifically designed for our Hispanic families. This workshop, which can accommodate up to 20 families, provides valuable insights into letter and sound identification, text discussion, and strategies for creating a literacy-rich home environment.

We place strong emphasis on helping parents establish literacy routines at home. Parent-teacher conferences, as well as 504, IEP, and MTSS meetings, offer opportunities to discuss individual student strengths and struggles, along with personalized strategies for literacy support. Weekly newsletters from each grade level also share effective literacy strategies that parents can easily implement.

Toward the end of the year, at our TacoPalooza event, parents participate in mini-Ted Talks, which focus on the importance of summer reading. We provide summer reading logs and encourage parents to apply for library cards, with the Beaufort County Public Library attending to support this initiative.

Through these various touchpoints, we ensure that parents have the tools and knowledge they need to support their child's reading and writing development throughout the year.

Section E: Progress Monitoring

Document how the school provides for progress monitoring of reading achievement and growth at the school level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.

At Red Cedar Elementary, we have a comprehensive system for monitoring reading achievement and growth at both the classroom and school levels, ensuring that decisions about PreK-5th grade interventions are data-driven and designed to promote grade-level reading proficiency for all students.

Classroom-Level Monitoring:

1. Ongoing Formative Assessments: Teachers use daily formative assessments, such as look-for sheets, personal learning path conferences, skill-based checklists, and exit tickets, to monitor student progress in real time. This enables teachers to adjust instruction immediately, providing targeted support where needed.

2. iReady Diagnostic and Progress Monitoring: All PreK-5th grade students complete the iReady diagnostic assessment three times per year (fall, winter, and spring). This data provides a detailed picture of each student's reading proficiency, breaking down performance in areas such as phonological awareness, phonics, fluency, vocabulary, and comprehension.

3. SIPPSS Placement and Progress Assessments: For students identified with gaps in foundational reading skills, our intervention team administers the SIPPSS placement screener. Once placed into small group interventions, students undergo regular progress monitoring through SIPPSS to ensure they are making adequate gains.

4. Informal Running Records: Teachers also use informal running records throughout the year to assess students' reading fluency and comprehension. These records provide valuable insights into how well students are decoding and understanding texts, guiding instructional decisions.

5. Weekly PLC Discussions: During weekly Professional Learning Community (PLC) meetings, teachers review student data collectively. These sessions provide opportunities for teachers to analyze trends in student performance, share strategies, and determine the next steps for individual students or groups who may require additional support.

School-Level Monitoring:

1. Data Portfolios and Schoolwide Data Meetings: Red Cedar maintains data walls to track student progress across grade levels. School leaders and teachers regularly review this data during data meetings to identify trends and determine whether adjustments in instruction or intervention are needed to address school-wide challenges.

2. Universal Screener Data: The iReady screener/diagnostic serves as the primary universal screening tool. Students who do not meet grade-level expectations are flagged for further diagnostic assessments to determine the root cause of their reading difficulties.

3. Intervention Pathways: Based on iReady and other formative assessments, students are placed in targeted interventions. For

students with gaps in foundational literacy skills, we use SIPPS (Systematic Instruction in Phonics, Phonemic Awareness, and Sight Words) to provide structured, small-group instruction aimed at closing those gaps.

4. □Progress Monitoring in Interventions: For students receiving interventions, progress is monitored frequently to ensure growth. Data from intervention programs such as SIPPS is reviewed regularly by interventionists and classroom teachers to determine if students are responding to interventions or if adjustments need to be made.

5. □Leadership Data Review: School leadership continuously reviews grade-level and whole-school reading data to identify patterns and ensure that intervention resources are allocated effectively. These reviews help inform instructional planning, professional development needs, and targeted support for students.

6. □Annual Summative Assessments: At the end of the year, summative assessments such as state-mandated testing provide another layer of data to evaluate reading proficiency across the school. This data is compared with formative assessment results to assess the effectiveness of interventions and classroom instruction over the year.

All available data-formative, diagnostic, and summative-is used to determine the most appropriate intervention pathway for students. For students not demonstrating grade-level proficiency, interventions focus either on word recognition (phonological awareness, phonics, fluency) or language comprehension (vocabulary, comprehension strategies), depending on the identified area of need. Teachers, interventionists, and school leaders collaborate regularly to review data and make timely, targeted decisions to support each student's reading growth.

By combining frequent classroom assessments with schoolwide data analysis, Red Cedar Elementary ensures that reading achievement is closely monitored and that intervention decisions are tailored to meet the needs of all learners, driving them toward grade-level proficiency.

Section F: Teacher Training

Explain how the school will provide teacher training based in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students.

At Red Cedar Elementary, we provide comprehensive teacher training grounded in the Science of Reading, structured literacy, and foundational literacy skills to ensure that all PreK-5th grade students receive high-quality literacy instruction. Our training is designed to equip teachers with evidence-based strategies to support every student's journey to reading proficiency.

Science of Reading and Structured Literacy Training:

1. □LETRS Training (Language Essentials for Teachers of Reading and Spelling): A cornerstone of our professional development is the ongoing LETRS training for all K-3 teachers. LETRS is an in-depth, research-based professional development program that focuses on the science behind how students learn to read. It equips teachers with a deep understanding of phonology, orthography, morphology, semantics, syntax, and the cognitive processes involved in reading.

o □Year 1 of LETRS training focuses on phonological awareness, phonics, decoding, and other foundational literacy skills.

o □Year 2 provides a more advanced look at strategies for fluency, vocabulary, comprehension, and word recognition. This multi-year training ensures that teachers can assess, plan, and deliver targeted instruction that meets the needs of all learners, including struggling readers.

2. □HMH Curriculum Professional Development: In alignment with the state-adopted curriculum, Red Cedar uses HMH's structured literacy program, which provides a strategic scope and sequence for phonics and word recognition instruction. Teachers receive training in:

o □Phonological Awareness and Phonics Instruction: How to follow HMH's structured and sequential approach to teaching phonics, ensuring that foundational reading skills are explicitly and systematically taught.

o □Vocabulary and Comprehension Instruction: Training on how to teach vocabulary explicitly and integrate it with comprehension strategies, aligned with both HMH and SAVVAS materials. This ensures that students build a robust vocabulary and develop deep reading comprehension skills.

3. □SIPPS (Systematic Instruction in Phonics, Phonemic Awareness, and Sight Words): To support students who have gaps in foundational literacy skills, Red Cedar teachers receive training in the SIPPS intervention program. SIPPS provides targeted instruction in phonics, phonemic awareness, and sight words to help students achieve reading fluency. Teachers are trained to use the SIPPS placement screener and deliver small group interventions based on student needs.

4. □Ongoing Professional Learning Community (PLC) Collaboration: Teachers engage in weekly Professional Learning Community (PLC) sessions, where they collaborate to dive deeper into the HMH curriculum and structured literacy strategies. These sessions allow teachers to discuss and refine their approaches to reading

instruction, share best practices, and analyze student data to adjust instruction based on real-time performance.

o Teachers study specific components of the Science of Reading and its application in their classrooms, ensuring that research-based literacy practices are consistently applied across grade levels.

o PLCs also provide opportunities for ongoing reflection and problem-solving, allowing teachers to make immediate adjustments to their instruction to better support student learning.

Tailored Professional Development for Targeted Support:

1. LETRS-Aligned Training for Special Education and Intervention Teachers: Special education and intervention teachers at Red Cedar receive additional training aligned with LETRS, focusing on instructional strategies for students with dyslexia, language processing disorders, and other reading challenges. This ensures that all students, regardless of their learning needs, receive effective and targeted reading instruction.

2. Mentorship and Coaching: Red Cedar utilizes academic interventionists and an instructional coach who provide in-class support, model best practices in structured literacy, and offer feedback to teachers. Coaches help teachers apply the concepts from their professional development sessions directly into their daily teaching practices. This hands-on support is vital for helping teachers implement the Science of Reading principles effectively in their classrooms.

3. Training in Diagnostic Assessments and Progress Monitoring: Teachers are trained to administer and interpret results from key assessments, including the iReady diagnostic, SIPPS placement screener, and running records. This data informs their instructional decisions, allowing them to personalize literacy instruction based on each student's needs.

4. Summer and Ongoing Workshops: Red Cedar offers summer workshops and additional professional development days throughout the school year focused on refining reading instruction strategies. These workshops cover topics such as fluency instruction, writing integration with reading, and advanced comprehension strategies, all tied to the Science of Reading framework.

Sustained Professional Growth:

By providing ongoing training, coaching, and collaborative opportunities, Red Cedar ensures that teachers remain equipped with the latest research-based methods to support all students. Our focus on structured literacy, coupled with a deep understanding of the cognitive science behind reading, empowers our teachers to effectively address the diverse literacy needs of PreK-5th grade students, setting them up for long-term academic success.

Section G: District Analysis of Data

Strengths	<ul style="list-style-type: none"> ● SC Ready Reading overall performance was over 70% in all grade levels. ● 60.03% ML met proficiency on ACCESS ● Our lowest 20% outperformed all students. ● The 3rd Grade DNM group was decreased to 6.3%
Possibilities for Growth	<ul style="list-style-type: none"> ● Growing the SC Ready Exceeds Group ● Disabled subgroup, % of growth points in reading ● According to Fall Iready 2025, Vocabulary and Informational text showed a weakness across the school. Both domains had 41% on grade level.
Description Area	<p>*Note: The three questions below are included this year to gauge school-level LETRS implementation. "Eligible" teachers for state-funded LETRS training: K-3 Classroom Teachers, Reading Coaches, Reading interventionists, K-3 Special Education Teachers, School Administrators</p>
How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?	<p>32</p>
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	<p>3</p>
How many eligible teachers in your school are beginning Volume 1 of LETRS this year?	<p>0</p>
How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	<p>32</p>
How many CERDEP PreK teachers in your school have completed EC LETRS?	<p>0</p>
How many CERDEP PreK teachers in your school are beginning EC LETRS this year?	<p>0</p>

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

Previous Goal #1

Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY from 18 % to 13.98 % in the spring of 2025.

Goal #1 Progress

We exceeded this goal. We reduced the percentage of third graders scoring Does Not Meet to 6.3% on SC Ready. We had zero students retained in 3rd grade.

Previous Goal #2

By the year 2025, the percentage of students with meets and exceeds in the spring of 2024 as determined by SC Ready Reading from 68.9 to 71% in the spring of 2025.

Goal #2 Progress

We exceeded this goal. We had 73.7% of students with meets and exceeds.

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

Description Area

For all schools serving third grade students, goal #1 MUST read:Third Grade Goal: 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 [current school year].

Current Goal #1

Current Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2024, as determined by SC READY, from 68.9% to 73.6 % in the spring of 2026.

Goal #1 Action Steps

Data-Driven Identification of Struggling Students

Timeline: By November 2025, identify third graders scoring below grade level in foundational reading skills using iReady diagnostic results.

Responsibility: Instructional coach and third-grade teachers.

Small Group Interventions

Timeline: Begin targeted small-group intervention sessions in reading foundational skills and comprehension, aligned with SIPPS screener results by November 2025.

Responsibility: Trained interventionists and classroom teachers.

Monthly Progress Monitoring

Timeline: Monitor and document student progress monthly using skill and standards-based checklists.

Responsibility: Third-grade teachers with instructional coach support.

PLCs Focused on Strategy Sharing

Timeline: Dedicate a monthly PLC meeting to review and adjust instructional strategies for underperforming students, incorporating LETRS training insights for foundational literacy support.

Responsibility: Third-grade teachers and instructional coach.

Parental Engagement for Reinforcement at Home

Timeline: Host a mid-year parent workshop by January 2026 to share literacy strategies and resources parents can use at home.

Responsibility: Literacy team and parent involvement coordinator.

Reflective Review and Adjustment

Timeline: Conduct a mid-year review in January 2025 to analyze progress and adjust interventions as needed.

Responsibility: Leadership team and third-grade teaching team.

Current Goal #2

By the year 2029, the percentage of students meeting reading annual stretch growth in K-2 will increase from 29.98% to 39.98%, based on the Spring iReady reading assessment.

Goal #2 Action Steps

Strengthening Foundational Skills Instruction

- Implement daily, explicit phonological awareness and phonics lessons aligned with Science of Reading practices (HMH + LETRS strategies).
- Monitor student progress in phoneme awareness, phonics, and decoding using skill-based checklists and iReady reports.

Use Data Cycles for Targeted Instruction

- Conduct monthly data meetings in PLCs to analyze iReady growth, progress monitoring data, and common assessments.
- Adjust small group instruction every 4-6 weeks based on diagnostic and progress monitoring data.
- Use "stretch growth" reports in iReady to set individual student goals.

Differentiate Through Small Group & Intervention Supports

- Provide Tier 2/3 interventions for identified students with fidelity.
- Train interventionists and instructional assistants to deliver consistent, research-based routines.
- Increase the use of decodable texts and structured reading practice in small groups.

Build Teacher Capacity

- Continue LETRS professional development for all K-3 teachers.
- Provide quarterly PD sessions on interpreting iReady growth data, designing targeted interventions, and scaffolding for multilingual learners.
- Establish peer learning rounds to observe and share effective reading practices.

Engage Families in Literacy Growth

- Host at least two family literacy events per year (e.g., Literacy Night, Latino Literacy Project, TacoPalooza).
- Share student iReady growth goals with families during conferences and provide home practice strategies.

- □ Develop take-home literacy kits and book exchange stations to increase access to texts.

Monitor & Report Progress

- □ Review school-wide K-2 iReady stretch growth data after each diagnostic (Fall, Winter, Spring).
- □ Provide grade-level and classroom dashboards to track % of students on target for stretch growth.
- □ Share progress updates with staff, families, and the leadership team each semester.