

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
Hunter Kinard Tyler Elementary School
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? 11
- 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? 3
- How many teachers in your school are beginning Volume 2 of LETRS this year? 10
- How many CERDEP PreK teachers in your school have completed EC LETRS? 1
- 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.

All students are administered a universal screener three times per year, as well as ongoing reading assessments for progress monitoring. Teachers provide daily instruction and practice using district curricula that are aligned to the Science of Reading (Pre-K On Our Way, LetterLand, Waterford, SC Wonders, and/or iReady), which focus on oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Identified students in kindergarten through fifth grade receive thirty to fifty-five minutes of targeted reading intervention daily using district approved curricula in teacher intervention groups or through iReady Personalized Learning Paths. PLCs are conducted bi-weekly where the focus is on student data, student work samples, and proven instructional strategies. The goal of PLCs is to determine the next steps for instruction based on the most recent student data.

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.

Our PreK through second grade teachers use the LetterLand Curriculum, which provides a complete program for teaching phonics explicitly, systematically, sequentially, and cumulatively. This program offers teachers an engaging way to lay a strong foundation for lifelong literacy. They learn decoding strategies and phonemic awareness for one, two and multisyllabic words. Throughout the school year, students are assessed to determine their needs for word recognition. From there, in addition to Tier I instruction, identified students receive Tier II or Tier III instruction in word recognition. That instruction primarily focuses on the needs of the individual students for the skill in which they need either a small amount of support to an extensive amount of support.

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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).

The school uses myIGDIs (Pre-Kindergarten), KRA (Kindergarten) and iReady (Kindergarten -5th Grade) as a universal screener, and Kindergarten through 5th grade uses DRC Beacon diagnostic data to determine targeted pathways of intervention. Through these assessments, for MTSS implementation, students are tiered for reading intervention for specific skills, and utilize personalized learning paths in iReady to address students' needs in phonics, phonological awareness, phonemic awareness, vocabulary and/or reading comprehension.

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.

The school sends home a monthly newsletter with reading and writing tips for parents. Teachers also send home weekly communication to parents to keep them in the know of what is being taught and how they can assist their child at home. Information is also shared with parents during the parent teacher night, parent conferences, family academic nights, ClassDojo, school's web page, and school improvement meetings.

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.

Student achievement is monitored through weekly PLCs with teachers and the Instructional Leadership Team to analyze students' mastery of skills to provide acceleration and/or remediation for student and teacher support. Additionally, reading achievement is monitored through Mastery Connect, SC Wonders, and teacher progress monitoring. We also monitor student progress in i-Ready and Waterford through students' personalized learning paths.

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.

Professional development with the i-Ready Specialist is ongoing for teachers and the instructional leadership team to provide training and support. Teachers and instructional leadership team members participate in professional development in the science of reading through LEXIA, the LETRS course. Prek – 2nd grade teachers receive district level professional development and training for the use of Letterland and Waterford for phonics, phonological and phonemic awareness.

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Section G: Analysis of Data

As indicated by Spring 2025 iReady data, 43% of the students in grade K -5th were on or above grade level, 37% were one grade level below, 12 % were two grade levels below and 7% of students were three grade levels below in reading.

According to Spring 2025 iReady results, 75% of Kindergarteners, 50% of first graders, 45% of 2nd graders, 36% of third graders, 21% of fourth graders, and 32% of fifth graders met the grade level standard for reading.

Strengths	Possibilities for Growth
<ul style="list-style-type: none">• Collecting and analyzing data• Use of SC College and Career Readiness Standards to plan instruction• PLC Sessions• Lesson Planning Sessions• SC Wonders Curriculum• Letterland Curriculum• LETRS• Ninety minutes ELA instructional block• Scheduled intervention block• Resources• Classroom Libraries• Promoting and encouraging readers• Teaching routines and procedures• On-going professional development at the school and district level• Coaching cycles for teachers• Integration of Technology• iReady• DRC Beacon• Waterford• Vertical Articulation• Community Partnerships	<ul style="list-style-type: none">• Authentic Engagement• Using data to plan for targeted intervention• Creating success criteria• Developing standards-aligned assessments• Teacher Clarity• Continued improvement of the reading intervention block

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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
<u>Previous Goal #1 (Third Grade Goal):</u> HKTE will reduce the percentage of third graders performing below grade level in Reading from 84% in the fall of 2023-24 to 60 % as determined by Spring iReady Reading 2024.	HKTE did not meet its 2023 – 2024 Reading Goal. While there were an increase of students performing on grade from the fall admin of iReady, there were yet 67% of the third graders below grade level.
<u>Previous Goal #2:</u>	
<u>Previous Goal #3:</u>	

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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
<u>Current Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 35.5 % to 43.4 % in the spring of 2026.	<ul style="list-style-type: none"> • Provide high quality Tier I instruction • Provide support through targeted interventions encompassing the core principles of MTSS • Implement strategies grounded in the science of reading • Utilize HQIM • Provide teachers support weekly with lesson planning • Facilitate bi-weekly data PLCs • Provide ongoing professional • Utilize of the OCSD Instructional Framework
<u>Current Goal #2:</u> By May 2026, HKT Elementary School will increase the percentage of students scoring Early On or Above Grade Level from 22% to 45%, as measured by the iReady.	<ul style="list-style-type: none"> • Provide high quality Tier I instruction • Provide support through targeted interventions encompassing the core principles of MTSS • Implement strategies grounded in the science of reading • Utilize HQIM • Provide teachers support weekly with lesson planning • Facilitate bi-weekly data PLCs • Utilize of the OCSD Instructional Framework

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<u>Current Goal #3:</u>	