

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

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.

India Hook Elementary School assesses early literacy through the KRA in Kindergarten and Fast Bridge assessments as a universal screener in first and second grade to measure foundational reading skills. Across grades K-5, students take quarterly common assessments that evaluate both foundational skills and more advanced reading comprehension aligned with grade-level ELA standards. For whole group grade-level ELA instruction, our school uses *HMH Into Reading*. This program is grounded in reading research and provides targeted instruction in the essential areas of literacy: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

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.

At India Hook Elementary School, foundational skills are a key priority. Each day, students receive direct instruction at their grade level along with small group instruction designed to address individual learning needs. For grades K-2, quarterly common foundational assessments are administered and used to inform both whole group and small group instruction. As outlined in Section A, our school has implemented *HMH Into Reading* which includes Structured Literacy lessons and foundational skill lessons for whole group grade-level ELA instruction. This program is grounded in reading research and delivers explicit instruction across the core areas of literacy: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

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.

India Hook Elementary School uses several assessment tools to determine the needs of student cohorts as well as individual students. FastBridge is used as a screener for students in Kindergarten and first grade. Second graders are screened on FastBridge if they were flagged at the end of first grade or show signs of concern as identified by the classroom teacher. Kindergarteners are also screened using the Kindergarten Readiness Assessment. All students in Kindergarten through 5th grade are assessed using NWEA MAP.

Diagnostic assessments are utilized when students are flagged and appear to need intervention based on the data points. One screener that is used is a spelling inventory or LETRS assessment to determine which foundational skills are strong and which need improvement.

Our school administers quarterly grade level benchmark assessments. Data from these assessments are analyzed to help grade level teams to determine student needs as well as identify any gaps in the curriculum.

India Hook Elementary has a designated intervention block to ensure dedicated time to provide interventions and extension for students.

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.

India Hook offers various forms of communication to address topics with parents such as fostering reading habits at home, understanding reading levels, and learning practical strategies to support early literacy (including phonics, sight words, and comprehension). There are several family nights that offer opportunities to engage in literacy and learn how families can support students at home as well as conferences and weekly newsletter communication. Families often receive handouts and books to help build home libraries and are provided strategies and resources designed to strengthen the connection between school learning and home support.

Each year, India Hook participates in districtwide literacy events that are held to foster a strong culture of reading in our community. We

partner with Winthrop University and the Women's Basketball Team to provide reading buddies in schools, pairing student-athletes with elementary students to promote excitement around reading. Routinely, student-athletes visit schools to read with students. In addition, our district celebrates *Read Across America* by featuring community members, promoting diverse book titles, and engaging families in activities that honor reading at home and at school.

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.

At India Hook, student reading growth is monitored through benchmark assessments (e.g., MAP Growth, district-developed common summative assessments) administered at key points in the year. These assessments are aligned to state standards and the SC READY blueprint to ensure validity and comparability. All data, including formative classroom measures, MAP percentiles, reading diagnostics (phonemic awareness, phonics, vocabulary, comprehension), and summative results are triangulated to provide a complete picture of student progress. Students are placed into tiered interventions using resources such as UFLI, HMH Into Reading/Word Study Studio, and LETRS-aligned practices, depending on their demonstrated area of need (foundational skills, vocabulary, fluency, or comprehension). Progress monitoring cycles are embedded within these interventions to check effectiveness and to make adjustments quickly.

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.

All of the K-5 teachers, interventionists, ESE teachers and administrators are currently participating in Year 1 or 2 of LETRS training. In addition, teachers continue to receive year long training and support around the HMH resources. Interventionists instruct small groups using the research based materials and practices through ULFI and RISE. Teachers continue to support our students using the effective instructional practices that align with the science of reading, structured literacy, and foundational literacy skills to support reading achievement.

Section G: Analysis of Data (school)

Strengths	Possibilities for Growth
<ul style="list-style-type: none">● At India Hook, when comparing data over two consecutive years, we have shown growth in 3rd, 4th, and 5th grades of students achieving Meets or Exceeds on SC Ready in ELA from 64.1% to 70.5% in 2025.● Common summative assessments for grades K–5 align with state ELA standards. These assessments provide teachers across all elementary schools with consistent, reliable data to monitor student progress toward grade-level proficiency.● All K-5 teachers, administration and support staff are participating in LETRS training providing a common professional understanding across the school in all grades.	<ul style="list-style-type: none">● Equipping teachers with more actionable next steps for interpreting their MAP data, enabling them to plan targeted core instruction and small group lessons more effectively. MAP results continue to highlight the critical need for strong, high-quality core instruction across all grade levels.● Implementation of LETRS training in all grade levels utilizing effective instructional practices that align with the science of reading, structured literacy, and foundational literacy skills to support reading achievement.

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 29.6% to 25% in the spring of 2025.</p>	<p>India Hook exceeded our school goal based on the 2025 SC Ready ELA data by reducing the percentage of third graders scoring Does Not Meet from 29.6% to 7.8% in the spring of 2025.</p>
<p><u>Previous Goal #2:</u> Decrease the percentage of students scoring in the LOW range of the vocabulary strand from 20.8% to 15.8% of as evidenced on NWEA MAP from Fall to Spring during the 24-25 school year.</p>	<p>India Hook exceeded the school goal of decreasing the percentage of students scoring in the LOW range of the vocabulary strand from 20.8% to 12% of as evidenced on NWEA MAP from Fall to Spring during the 24-25 school year.</p>
<p><u>Previous Goal #3:</u> Increase the percentage of students showing mastery of standards on district ELA benchmark assessments from 54% to 65% to monitor potential success on SC Ready assessments and target instructional needs.</p>	<p>India Hook met the goal of increasing the percentage of students showing mastery of standards on district ELA benchmark assessments from 54% to 68% to monitor potential success on SC Ready assessments and target instructional needs.</p>

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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
<p><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 74.4 % in 2025 to 79.4 in the spring of 2026.</p>	<ul style="list-style-type: none"> - Teachers will teach grade level standards (whole group) using HMH resources (primary) consistently and with fidelity - Teachers will use common formative measures to continuously gage student progress and to plan small group/individual instruction - Teachers will provide targeted differentiated instruction with consistency - Teachers will use common summative assessments to monitor student progress and plan teaching moves (whole and small group instruction)

Current Goal #2:

Decrease the percentage of first graders scoring Low and LowAvg in the Fall of 2025 as evidenced on NWEA MAP from 18% to 13% in the Spring of 2026.

- Teachers will directly teach grade level standards using HMH consistently and with fidelity.
- Teachers will use a systematic scope and sequence to teach daily explicit foundational skills using HMH consistently.
- Teachers will provide targeted small group instruction in the areas of foundational skills, phonemic awareness and phonics.
- Teachers will monitor students' progress with foundational skills using formative and diagnostic measures.