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2025-2026 Primary and Elementary Reading Plan

District Name	Beaufort
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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.

Hilton Head Island Elementary School for the Creative Arts and Daufuskie Island Elementary School are working to implement a structured approach to literacy, which features instruction that is research-based, explicit and systematic. This means that all instruction should reflect the five pillars identified by the National Reading Panel (phonological awareness, phonics, fluency, vocabulary and comprehension), as well as oral language. The South Carolina College and Career Ready English-Language Arts (ELA) Standards provide a clear, systematic roadmap to teaching phonology, sound-symbol association, syllable instruction, morphology, syntax, and semantics. Support documents, such as the vertical articulation, allow teachers to be prescriptive in addressing prerequisite skills with students who are multilingual learners or who have not demonstrated grade level proficiency, as well as providing challenges to students who have mastered the grade level standards. High quality instruction is supported through use of Houghton Mifflin Harcourt (HMH) Into Reading, which is approved by the South Carolina Department of Education as high quality instructional material. Daily instruction typically involves learning new content or practice with phonological awareness, phonics, vocabulary, and comprehension and is aligned to the SC College and Career Ready ELA Standards. In addition, our instruction is informed through our participation in the Language Essentials for Teachers of Reading and Spelling (LETRS) course in which teachers are provided access to the research behind effective reading instruction.

Because assessment data informs instructional decisions, students are administered a variety of district, state, and school level assessments which are also aligned to the SC ELA Standards.

The i-Ready assessment serves as a foundational skills screener, covering phonological awareness, and phonics, as well as vocabulary and comprehension. Teachers administer classroom-based assessments, such as spelling inventories, LETRS Reading Assessment, and the Phonological Awareness Screening Test (PAST), to determine students' ability to identify and use sound-symbol associations, name letters and sounds, produce rhymes, decode, and encode. HMH End of Module assessments gauge students' response to instruction in phonological awareness, phonics, vocabulary, and comprehension. The SC Ready ELA test assesses grade-level reading competencies for grades three through five. On this assessment, students must combine all skills in order to read, comprehend, and analyze grade level text.

As students are given intervention services and monitored through the Multi-Tiered Systems of Support (MTSS) process, they

are often administered curriculum-based measures to determine fluency in reading as well as the effectiveness of the intervention.

In addition, specialized assessments, such as the ACCESS for ELLs assessment provided to multilingual learners and assessments used in determining student qualification for speech and language impairment or language delay services, determine strengths and challenges for students in oral language.

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.	All curricular resources at Hilton Head Island Elementary School for the Creative Arts and Daufuskie Island Elementary are aligned with the science of reading. The i-Ready Diagnostic Assessment is our state-approved phonics, phonological awareness and foundational skills screener. Using this data, teachers integrate the science of reading and foundational skills into daily instruction for both whole-group instruction and small-group instruction. Additional practice opportunities to strengthen word recognition and foundational skills are provided through center activities and independent work. Students also receive additional opportunities for practice through use of the i-Ready pathway. The school implements a phonics initiative during the first few months of school. With this initiative, targeted students are given only phonemic awareness and phonics assignments on their i-Ready pathway to strengthen those domains. The MTSS decision-making and data-collection processes have been updated to reflect the Simple View of Reading, Scarborough's Reading Rope, and Ehri's Phases of Word Reading Development. Teachers use the ELA (English Language Arts) Decision-Making Tree and all available data sources to determine word recognition or language comprehension needs. Once the determination is made, growth plans can be created based on student strengths and challenges. For those students in need of word recognition instruction, teachers have access to additional instructional resources through HMH (Houghton Mifflin Harcourt), LETRS, and other sources.

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.

All students at Hilton Head Island Elementary School for the Creative Arts and Daufuskie Island Elementary participate in the i-Ready Diagnostic
Assessment, the designated universal screener. At the completion of testing, data is analyzed to determine areas of need (foundational skills or language comprehension) across the school, by grade level, and at the student level. This allows teachers to create small groups for differentiated instruction and make adjustments in instruction that is supportive of all students' needs.

Across the school, data is analyzed to create i-Ready Learning Pathway groups to support phonics instruction. A list of students who did not demonstrate grade-level reading proficiency in phonological awareness and phonics is created. The i-Ready reading pathway is adjusted so that those students only encounter those two domains for 6-9 weeks and provide the opportunity for skill practice. At the conclusion of each intervention cycle, student progress is evaluated by an MTSS team composed of school shareholders and parents to determine if students will require additional intervention in these domains. Additionally, data, consisting of spring diagnostic i-Ready results, growth measures and scores on the accompanying fall diagnostics, is triangulated to see which students are not demonstrating grade level proficiency and growth. A priority list is created so that students can be monitored and placed in Multi-Tiered Systems of Support (MTSS) if needed. Plans are also created to move these students' skills forward.

All students who are in the MTSS process at a Tier II or III are assessed using the Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS) screener as an additional word recognition assessment. Students with limited data are given additional screeners (SIPPS or LETRS) to determine strengths and challenges.

Students who are in the MTSS process at a Tier II level receive intervention in small groups with the classroom teacher or a literacy interventionist.
Students who are in Tier III based on this data receive intensive and targeted literacy support from the intervention team as well as the classroom teacher. Students who receive specialized instruction from the reading interventionist receive instruction from the SIPPS curriculum. Decisions about reteaching or moving forward with instruction for these students are solidified through administering the SIPPS Mastery Tests. Following the research behind Scarborough's Reading Rope, as students demonstrate proficiency with foundational skills, instruction can shift to language comprehension. This is accomplished through focused

small group instruction tailored to meet the needs of the learners, per information evidenced by various data points.
Students with disabilities' Individualized Education Plans (IEPs) have goals which are written based on both universal screening data and specialized diagnostic assessments. These are reviewed and finalized during the IEP meetings which include parents and all service providers.

Additional intervention opportunities exist for students who score one year below on the i-Ready Diagnostic Assessment. These students become eligible to participate in other tutoring programs, such as the summer reading program and/or after school tutoring. In addition, we offer support for reading for students in grades 1-3 through the United Way Read Indeed tutoring program. The focus of this program is foundational skills. For older students who have comprehension needs, the two options for additional practice are the Hilton Head Island High School Next Gen tutoring program, and Red Hot Readers, a program developed in conjunction with Hilton Head Island Fire and Rescue.

There is a focus on continuous improvement in which teachers plan instruction, students are taught, and students are assessed to determine whether mastery of skills have been achieved.

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.

The first point of contact for parental support in our schools is our teachers. Teachers communicate on a consistent basis through newsletters,
conferences, and electronic communications. Class newsletters detail which topics have been taught and assessed during the English-Language Arts block and how parents can help students at home to support what is happening at school. These communications are available in both English and Spanish. During biannual conferences, teachers share student data, expectations for the grade level, how the teacher will address student needs and how parents can partner in these efforts. Bilingual liaisons assist with translations so that information is accessible to all families. Mid-quarter progress reports and quarterly report cards offer parents a view of student achievement and offer an additional way for teachers to share ways in which parents can assist students. In addition, reading interventionists send home packets with academic information, which include opportunities for parental involvement.
Eligible parents are invited to Multi-Tiered Systems of Support (MTSS) and annual Individualized Education Plan (IEP) and Section 504 meetings where student progress is analyzed. During these meetings, information is shared about student growth, steps that will be taken by the school to address needs, and steps that parents can take to help in the process.

In addition, the school hosts family learning nights. These nights feature academic activities that students and parents can do together and resources for learning at home.

The Read to Succeed legislation offers additional opportunities for communication with parents. Letters are sent to parents detailing the law and, as the year progresses, update parents on the status of students who are at-risk of retention. Conferences are also held to review the process, school plans for helping students to improve skills, and how parents can help students at home.

School leaders also facilitate monthly School Improvement Council (SIC) meetings open to all parents as well as at two parent informational sessions each year to review student performance data and progress, as well as the goals of the school in moving forward academically in alignment with the district school renewal plan.

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.	Each teacher monitors student reading achievement and growth through analysis of both formative and summative assessments. Formative assessments offer opportunities for teachers to see evidence of student learning or needs and make immediate shifts in instruction. Summative assessments allow teachers to take a snapshot of what students have learned in order to affect future learning. Teachers confer with students about their assessments and growth, review goals, and set plans for achieving them. Small groups with differentiated instruction are initially formed based on screening data. The progress of these students is monitored daily, as teachers make notes on levels of proficiency with the small group lessons. Classroom teachers and teachers of multilingual students partner to determine accommodations for their students through their Individualized Language Acquisition Plan (ILAP). This is based on anecdotal evidence as well as the past year's data. These plans are modified as needed throughout the year based on analysis of student data. Student reading achievement and growth are monitored at the school level through the Professional Learning Community (PLC) process. The utilization of a data wall provides a visible representation of student data obtained from i-Ready. Staff members can see student progress across the year. Benchmark data is also analyzed for patterns in achievement so that teachers can reinforce standards which have not been mastered. Additionally, students' progress on their personalized i-Ready pathway is monitored weekly by the coaches and school transformational specialist. Each student should have passed 2 lessons in reading each week. If students encounter difficulty with this goal, teachers meet with students to support them or to adjust their learning path to provide additional scaffolding. Teachers also confer with students about their i-Ready scores and goals during biannual data chats. This allows teachers and students to target specific skills. When utilized with fidelity, students with Tier II and Tier III Multi-Tiered Systems of Support (MTSS) intervention plans are progress-monitored weekly. The progress of the end target is monitored by the MTSS team approximately every six to eight weeks. Student assessment data and observational information is

reviewed to determine if additional educational supports are needed.

Yearly reviews of Individualized Education Plans and student data allow for revision of plans to optimize student learning.

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.	Hilton Head Island Elementary School for the Creative Arts and Daufuskie Island Elementary teachers in grades kindergarten through third grade have either completed or are in the process of completing the LETRS course sponsored by the South Carolina Department of Education. School administrators, Multilingual Program teachers, literacy interventionists, gifted and talented teachers, and the literacy coach have participated or are currently participating in this course. LETRS informs our understanding of the science of reading, structured literacy, and foundational literacy skills. ELA walkthrough documents help to document the use of these research-backed strategies. Components such as Scarborough's Reading Rope and Ehri's Phases of Word Reading have been pushed into our Multi-Tiered Systems of Support (MTSS) decision tree, teacher documentation and progress monitoring for all grade levels. Based on our data from grades 1-3, science of reading strategies are being presented as best practice during grade level Professional Learning Community (PLC) meetings each week. During these meetings, the focus is on following the rigor of the South Carolina College and Career Ready standards, while integrating those strategies with the critical content within the district-adopted Houghton Mifflin Harcourt (HMH) Into Reading materials. As each module of HMH is completed, PLC teams administer the associated assessment. Those assessments are then analyzed so that teachers are able to note areas which may require reteaching, additional focus, or challenge for students who are demonstrating mastery. Additionally, fourth and fifth grade teachers receive instruction in using science of reading strategies (particularly those involving foundational literacy skills and vocabulary) to facilitate instruction with multilingual students and students who are still acquiring foundational reading skills. All teachers also have the opportunity to participate in district-sponsored training, such as Sheltered Instruction Observation Protocol (SIOP), as well as regional and virtual training offered through the South Carolina Department of Education and South Carolina Educational Television (SCETV).

Section G: District Analysis of Data

Strengths	- As reported in our school report card, on the 2025 SC Ready assessment, students in grades 3-5 grew from 53.7% to 58% proficiency. - Our number of third grade students scoring Does Not Meet on the 2025 SC Ready assessment reduced by 9.6 percentage points. - Continued growth in students of the lowest 20th percentile as evidenced by SC READY achievement and growth data from Spring 2025. - Significant growth in the following subgroups of learners as evidenced by 2025 SC READY data (narrowing of achievement gap) - African American, Hispanic, and Economically Disadvantaged.
Possibilities for Growth	- Analysis of assessments indicate focus areas of phonics, vocabulary, and informational text. - Progress-monitoring protocols for Multi-Tiered Systems of Support (MTSS) will reviewed and reinforced. - Numbers of students scoring below grade level have increased per the Spring 2025 SC READY assessment. There is a need to address daily differentiation for students below level. - An increased focus will be placed to ensure progress monitoring for all students, including those who are reading above grade level. - A PLC focus will be present in planning for consistent use of LETRS Reading Assessment (PAST, writing sample) throughout the year. - A PLC focus will be present in to provide training and implementation of strategies from Ellevation and SIOP (Sheltered Instruction Observation Protocol) to teachers, so that these may lend to increased Language proficiency scores of multilingual learners, in all domains assessed to include Reading and Writing.
Description Area	*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 TeachersReading CoachesReading interventionistsK-3 Special Education TeachersSchool Administrators

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?	4
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	15
How many eligible teachers in your school are beginning Volume 1 of LETRS this year?	5
How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	3
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 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 29.8 % to 24.8% in the spring of 2025.

Goal #1 Progress	During the 2024-2025 school year, the number of third grade students scoring Does Not Meet on the SC Ready assessment reduced from 29.8% to 20.2%. The new, highly specific, English Language Arts (ELA) standards were first implemented in 2024-2025. In addition, Houghton Mifflin Harcourt was chosen as our HQIM and teachers began the first year of implementation. All students utilized the i-Ready Personalized Instruction for additional instruction and practice. Goals and action steps were developed for i-Ready usage and tracking of prioritized students. Teachers developed visual tracking tools to monitor student lesson passage per week. Student benchmark data was analyzed in Professional Learning Community (PLC) time to determine if there was a need for remediation or reinforcement of target skills. Conversely, based on our previous action steps, by November 2024, only grades 3 and 5 had 50% of students on the priority list who increased their score by a minimum of one grade level. The other grade levels had approximately 30% of their students increase by one grade level. Attainment of 90% of identified students passing an average of 2 lessons per week in Reading was sporadic for all grade levels. These items will continue to be a focus in the 2025-2026 school year.
Previous Goal #2	By April 2025, the school will decrease the percentage of students scoring below grade level in the i-Ready Reading Vocabulary domain from 37% to 17%.
Goal #2 Progress	By April 2025, the percentage of students scoring below grade level in the i-Ready Reading Vocabulary domain was decreased from 36% to 22%. As part of the instructional review process, goals and action steps were developed for student vocabulary acquisition. Procedures were put in place for posting of academic vocabulary. The leadership team conducted monitoring walkthroughs and coaches reviewed vocabulary strategies during PLC meetings. This will continue to be an area of focus for the school.

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	Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 49.5% to 54.5% in the spring of 2026.
Goal #1 Action Steps	- Conduct Fall and Spring i-Ready phonics initiative for students scoring below grade level in the phonics domain.] - Hold grade level planning days focused on instruction in small groups based on i-Ready challenges including alignment of MTSS plans. - Focus on increasing student engagement and discourse. - Restructuring of PLC organization to include actions such as analysis of HMH End of Module Assessments during PLCs; focusing on determining critical content in lesson planning; peer modeling; focus of Science of Reading research in PLCs; planning for SIOP and Ellevation strategies to meet the needs of multilingual learners (MLs); and implementation of a focus on Marzano strategies of chunking and engagement of students. - Progress monitoring as a school of weekly i-Ready lesson passage by classroom. - Conduct weekly coach check-ins with teachers. - Teacher implementation of tracking tools and data chats in Striving for Stretch schoolwide initiative. - Implement instructional strategies into planning, centered around improvement of vocabulary acquisition (visuals, posting and referencing vocabulary cards, and focused discourse between teachers and students to utilize academic vocabulary).

Current Goal #2	By the end of the 2025-2026 school year, the percentage of students in grades 3 through 5 who score Meets or Exceeds Expectations in English/Language Arts (ELA) as measured by SC ready will increase from the projected measure of 52% on the 2024-2025 SC School Report Card to 58%.
Goal #2 Action Steps	- Conduct Fall and Spring i-Ready phonics initiative for students scoring below grade level in the phonics domain.] - Hold grade level planning days focused on instruction in small groups based on i-Ready challenges including alignment of MTSS plans. - Focus on increasing student engagement and discourse. - Restructuring of PLC organization to include actions such as analysis of HMH End of Module Assessments during PLCs; focusing on determining critical content in lesson planning; peer modeling; focus of Science of Reading research in PLCs; planning for SIOP and Ellevation strategies to meet the needs of multilingual learners (MLs); and implementation of a focus on Marzano strategies of chunking and engagement of students. - Progress monitoring as a school of weekly i-Ready lesson passage by classroom. - Conduct weekly coach check-ins with teachers. - Teacher implementation of tracking tools and data chats in Striving for Stretch schoolwide initiative. - Implement instructional strategies into planning, centered around improvement of vocabulary acquisition (visuals, posting and referencing vocabulary cards, and focused discourse between teachers and students to utilize academic vocabulary). - Provide additional student support through implementation of an afterschool and during school intervention and tutoring plan.
Current Goal #3	By Spring of the 2025-2026 school year, 57% of 2nd grade students will read at or above grade level as measured by the i-Ready Diagnostic Assessment as compared to the 52% of students projected to demonstrate grade level proficiency in Reading on the Spring 2024 assessment.

Goal #3 Action Steps	- Conduct Fall and Spring i-Ready phonics initiative for students scoring below grade level in the phonics domain.] - Hold grade level planning days focused on instruction in small groups based on i-Ready challenges including alignment of MTSS plans. - Focus on increasing student engagement and discourse. - Restructuring of PLC organization to include actions such as analysis of HMH End of Module Assessments during PLCs; focusing on determining critical content in lesson planning; peer modeling; focus of Science of Reading research in PLCs; planning for SIOP and Ellevation strategies to meet the needs of multilingual learners (MLs); and implementation of a focus on Marzano strategies of chunking and engagement of students. - Progress monitoring as a school of weekly i-Ready lesson passage by classroom. - Conduct weekly coach check-ins with teachers. - Teacher implementation of tracking tools and data chats in Striving for Stretch schoolwide initiative. - Implement instructional strategies into planning, centered around improvement of vocabulary acquisition (visuals, posting and referencing vocabulary cards, and focused discourse between teachers and students to utilize academic vocabulary). - Provide additional student support through implementation of an afterschool and during school intervention and tutoring plan.

File Upload (optional)