2026-2027 LITERACY PLAN



Beaufort County School District

South Carolina

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Mission and Vision of an Effective Literacy Program

Beaufort County School District is committed to providing an effective literacy program across all content areas which prepares students to effectively contribute to a rapidly changing society. Students must be able to analyze and use information to communicate, create, collaborate and critically think in order to possess the understanding, skills and dispositions needed for successful entry into college, career or military service.

Student Outcomes

Beaufort County School District educators analyze district wide data to prioritize instructional needs and set goals at the district, school and classroom levels. Our 5 Year Goals (2024 - 29) are:

By the close of 2029 academic year, 75% of students' 3rd to 8th grade will perform at or above grade level as measured by South Carolina Department of Education accountability assessment SC Ready. Our yearly goal is a 5% increase year after year for the next 5 years.

By the close of 2029 academic year, 75% of students in English II will perform at or above grade level as measured by South Carolina Department of Education accountability assessment English II End of Course Exam. Our yearly goal is a 2% increase year after year for the next 5 years.

Action Steps:

- Instructional professional development aligned with state adopted standards and instructional materials
- Instructional support programs to develop literacy (LETRS, Systematic Instruction, Phonological Awareness, Phonics, and Sight Words, i-Ready Reading, Reading Plus, No Red Ink)
- Professional Learning Communities
- Formative assessments tools to support student learning
- Alignment of a district-wide Instructional Framework
- Continued dedication to developing coaches in their coaching skills and practices and implementing effective coaching programs at their schools including Monthly coaches' meetings to implement district-wide initiatives
- School- based literacy plans with specific goals and action steps aligned to a root cause analysis of literacy achievement data

Scarborough's Reading Rope and Sedita's Writing Rope

According to the International Dyslexia Association, "The Reading Rope consists of lower and upper strands. The word-recognition strands (phonological awareness, decoding, and sight recognition of familiar words) work together as the reader becomes accurate, fluent,

and increasingly automatic with repetition and practice. Concurrently, the language-comprehension strands (background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge) reinforce one another and then weave together with the word-recognition strands to produce a skilled reader. This does not happen overnight; it requires instruction and practice over time." 2018

Using this same "rope" infographic framework, reading expert Dr. Joan Sedita created a similar metaphor for the five components of writing.

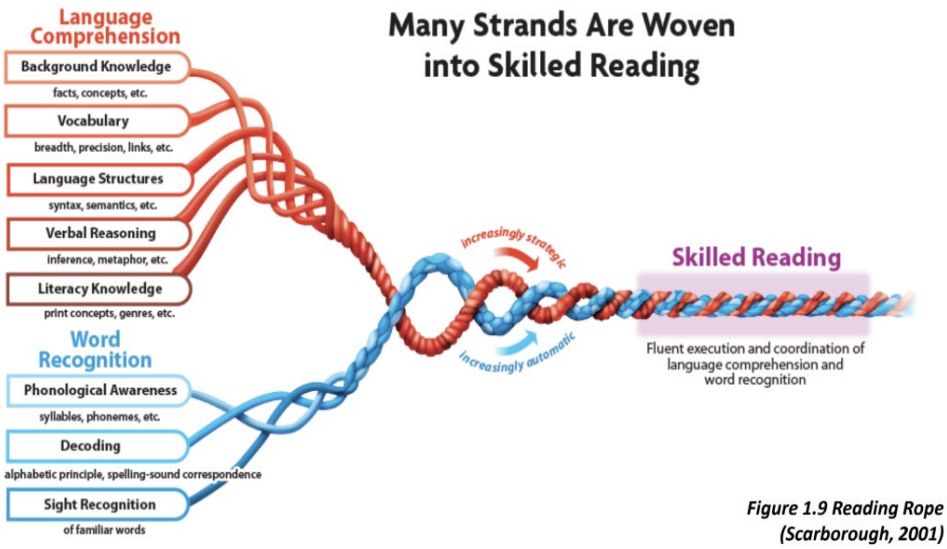
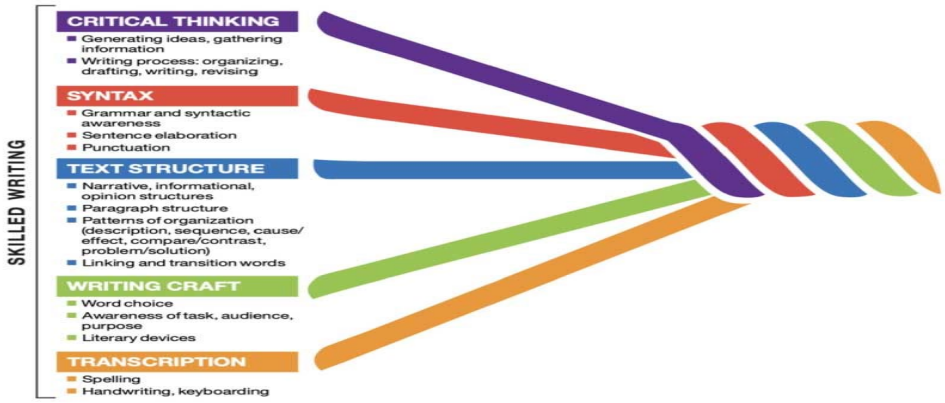


Figure 1.9 Reading Rope (Scarborough, 2001)



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English Language Arts 2024 Standards

The State Department adopted ELA standards in 2024.

Professional Learning Opportunities

Current research and data will be utilized to plan high quality professional development for educators in an effort to ensure all students have access to quality teachers who are prepared to teach to the levels of rigor required by South Carolina College and Career Ready Standards. The district will maximize opportunities for collaboration and professional learning both vertically and horizontally, while providing professional development in the following areas:

2024 Standards and Indicators
High Quality Instructional Materials
LETRS
Student Centered Coaching

The Read to Succeed (R2S) Act requires that all certified educators earn the appropriate R2S Endorsement(s) for their field(s) as part of their regular Professional certificate renewal cycles. The goal of the R2S Act is to ensure that every educator at every grade level in every school and subject area is committed and able to support the reading development of the South Carolina students they serve. Additional details can be found in this link.

Assessment

Educators in Beaufort County School District will provide continuous feedback to students as they acquire skills and processes for understanding and ownership of their learning. Focusing on student understanding and transfer of learning is critical. This is accomplished by providing instruction and student feedback through multiple formative and summative assessments including, but not limited to:

- Teaching Strategies Gold (pre-kindergarten) (State Requirement)
- KRA (kindergarten) (State Requirement)
- SC Ready (3-8) (Federal Requirement)
- End of Course for English II (State Requirement)
- TDW Writing (3-8, English II) (State Requirement)
- i-Ready K-8(State Requirement)
- Student Mastery Connect (6-9)
- Common Summative assessments within instructional units outlined in Rubicon Atlas

Instructional Times

Beaufort County School District is committed to maximizing and protecting instructional time. Elementary daily literacy instruction will be 120 minutes, inclusive of a 30-minute intervention block. In grades six through eight, daily literacy instruction will be at least 60 minutes daily. High school literacy instruction will be 90 minutes daily on a semester schedule.

Rubicon Atlas

BCSD's essential curriculum maps (located in Rubicon Atlas) outline the pacing of instruction of the South Carolina Standards and are divided into units of study. The units are developed from the state adopted curriculum and clearly identify the learning targets for what students are expected to know and be able to do at the completion of each course or grade level. The maps are continually evaluated and refined by teachers, curriculum specialists and administration to ensure they reflect curriculum standards students are required to master. Teachers are expected to use the curriculum maps to deliberately plan for student learning of our standards. Within Rubicon Atlas, each unit provides formative and summative assessment options linked to the standards being taught in that unit. These assessments can be used to determine instructional focus and monitor progress.

Literacy Coach Support (PK-12)

Literacy Coaches assist teachers in developing effective lesson plans, co-teaching, model lessons, and professional development. Beaufort County School District utilizes Student Centered Coaching as their model for coaching. Student-Centered Coaching focuses on student learning outcomes. In this model, literacy coaches and teachers collaborate closely, using student work and data to guide their instructional decisions. The process involves setting goals aligned with district literacy standards, co-planning lessons, observing or co-teaching, and reflecting on student progress. This approach integrates seamlessly with existing district resources and curriculum, enhancing rather than overhauling current systems. Regular data review, teacher feedback, and classroom observations focused on student learning behaviors help measure the impact of this coaching model, ensuring continuous improvement in literacy instruction across all schools in the district. Literacy coaches are expected to attend monthly meetings that include professional development. These dates are located with the Beaufort County Literacy Continuum 2025-2026.

Literacy coach support is aligned to the South Carolina Teacher Competencies. These exist to define what teachers should know and be able to do in order to ensure that all students comprehend grade-level texts. In addition, BCSD instructional coaches uses this document to plan professional support for educators.

Professional Learning Community Guidebook

The Beaufort County School District Professional Learning Community Guide. This guide is designed to support educators in fostering collaboration, continuous growth, and shared responsibility for student success. By working together in professional learning communities, teachers and staff can enhance instructional practices and create a positive impact on student achievement. The strategies and tools provided here aim to build a culture of trust, reflection, and collective problem-solving. We invite all educators to engage deeply with this guide to strengthen our commitment to excellence in education.

Intervention

A Multi-Tiered System of Supports (MTSS) provides a framework for providing strong core instruction and delivering early intervention for every student in need of support in order to attain or maintain grade-level performance. This is accomplished by effectively utilizing best instructional practices within an evidence-based instructional model and requires an ongoing, systematic process of using student data to guide instructional and intervention decisions. BCSD follows the South Carolina Multi-Tiered System of Supports (MTSS) Framework and Guidance Document.

The BCSD intervention structure is to ensure that every student in our school is making academic progress. Intensified Instruction will be provided for those students not successfully demonstrate grade-level proficiency. Intervention will also be provided by the classroom teachers. Classroom teachers are provided with intervention tools within the adopted curriculum. Interventions outside of the classroom instruction will supplement, not supplant, daily literacy instruction, as outlined in the If /Then chart below.

If...	Then
The student is not able to apply phonics and phonemic awareness to his/her reading with efficiency and accuracy	Systematic Instruction in Phonics Phonemic Awareness and Sight Words (SIPPS)
If a student needs to be able to recall sight words without hesitation	Systematic Instruction in Phonics Phonemic Awareness and Sight Words (SIPPS)
If a student needs comprehensive support with reading behaviors to be able to progress through reading levels	Researched Based Guided Reading
If a student needs practice reading fluently and efficiently	Reading Plus
If reading fluency is impacting a student's comprehension	Reading Plus

Family Involvement

BCSD Schools engage parents and community members to provide information and establish partnerships to enhance and support student growth in literacy.
Activities may include, but are not limited to:

- Family/Teacher Conferences
- Newsletters, Google Classroom, and other means to share current learning with familes
- Rubicon Atlas Parent site
- Working with families to develop support plans for students.

- Sharing literacy strategies with family members
- Provide families with information about how they can support their students' success as readers and writers.
- Informing families of their student's progress
- The schools will provide families with information specific to their children as readers and writers (report cards, progress reports and parent conferences).
- Informing families about available resources

Third Grade Retention

Act 284 (Read to Succeed) requires that, beginning with the 2017-2018 school year, a student must be retained in the **third grade** if the student fails to demonstrate reading proficiency on the state summative reading assessment SC READY. A student may be exempt for good cause from the mandatory retention but shall continue to receive instructional support and services and reading intervention appropriate for their age and reading level.

Third Grade Retention Guidance (Revised November 2024) This document includes a timeline of communicating with families that must be followed. SC Ready assessment information and resources.

Read to Succeed Reading Plans (state, district, and school)

The Read to Succeed legislation (Act 284) requires that each school district and individual school complete a literacy reflection tool and set goals as a literacy team. All Schools should submit a Literacy Reflection Tool in October: South Carolina Department of Education Reading Plans.