

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2026-2027

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? 8
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 18
- How many teachers in your school are beginning Volume 1 of LETRS this year? 2
- How many teachers in your school are beginning Volume 2 of LETRS this year? 8
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? 0
- How many CERDEP PreK teachers and CERDEP Teaching Assistants 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.

At Bethel-Hanberry Elementary, we implement reading assessments and instructional frameworks for all K-5th grade students to ensure a comprehensive approach that aligns with the 2024 English/Language Arts standards. Our framework includes three different curriculum resources: FrogStreet Literacy for Center for Child Development, Open Court for grades kindergarten through second, and HMH Into Reading for grades third through fifth.

The Frog Street literacy curriculum supports CFCD students' comprehension development by embedding instruction and assessment across key early literacy domains. It builds oral language and vocabulary through daily read-alouds, conversations, and theme-based vocabulary activities. Phonological awareness and phonics are taught through songs, rhymes, and explicit lessons on sounds, letters, and print concepts. Fluency and comprehension are developed via repeated readings, storytelling, and guided discussions that build listening and understanding skills. Ongoing assessments track progress in these areas and align instruction with grade-level English/Language Arts standards.

The Open Court reading assessments and instruction are designed to comprehensively address key literacy components, ensuring that students develop the necessary skills to meet grade-level standards and providing teachers the tools to teach essential foundational reading skills. Open Court emphasizes the development of oral language in their green band through structured discussions, songs, storytelling, and interactive activities. Teachers use word lines to have students ask and answer questions and identify and read words. For example, a teacher might give a clue about a word from the word line, and the student would have to choose the word that best describes that clue. This is one way teachers can check for understanding of concepts being taught. Assessments often include oral reading fluency and comprehension checks that require students to articulate their understanding of texts. Teachers can use this information to refine teaching practices and target skills students need for oral reading fluency.

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The program includes assessments and instructional activities that focus on phonological awareness, such as recognizing rhymes, syllables, and sounds in words. This foundational skill is vital for developing reading proficiency. Also, in the green band, Open Court provides systematic phonics instruction, teaching students the relationship between letters and sounds. Teachers use instructional routines such as introducing sounds and spellings, sound-by-sound, whole-word and sentence blending, reading decodables, word building, and whole-word and sentence dictation. Assessments measure students' ability to decode words, ensuring they can apply phonics skills in reading. Reading fluency is assessed through timed readings and repeated readings of texts. Instruction focuses on developing speed, accuracy, and expression, allowing students to read smoothly and understand texts more effectively.

Open Court's red band includes explicit vocabulary instruction, integrating new words into daily lessons. Teachers use instructional routines to help students develop, practice, and review vocabulary skills. Assessments measure students' understanding and use of vocabulary in context, enhancing their ability to comprehend texts. The program also emphasizes comprehension through a variety of strategies, such as predicting, questioning, summarizing, and making connections. Teachers use instructional routines such as before, during, and after reading, clues, problems and wonderings to help students be text participants and find deeper meaning within the text. Assessments evaluate students' ability to analyze and interpret texts, ensuring they understand literal and inferential meanings.

HMH Into Reading integrates a comprehensive approach to reading assessments and instruction that encompasses key literacy components to support students in meeting grade-level standards. The program promotes oral language development through interactive read-alouds, discussions, and collaborative activities that encourage students to express their thoughts and ideas, fostering communication skills.

HMH Into Reading includes targeted activities and assessments that focus on phonological awareness, helping students recognize sounds, rhymes, and syllables, which are crucial for building a strong reading foundation. The program offers systematic phonics instruction, ensuring students learn the relationships between letters and sounds. Assessments measure students' decoding abilities, enabling them to read unfamiliar words. Fluency is addressed through regular practice with guided reading and timed reading assessments, encouraging students to read with speed, accuracy, and expression, which enhances overall comprehension.

HMH Into Reading emphasizes explicit vocabulary instruction, incorporating rich, contextual learning experiences. Assessments gauge students' understanding and usage of new vocabulary in different contexts. The program teaches various comprehension strategies, such as predicting, visualizing, questioning, and summarizing, with assessments designed to evaluate students' ability to understand and analyze texts deeply.

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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.

The word recognition assessment that is used is the UFLI Foundations Intervention Placement Test. Based on Scarborough's Reading Rope, skilled reading requires language comprehension and word recognition. This test targets the lower strands—decoding, phonics, and automatic word recognition—which must be mastered for reading comprehension. The test items map directly onto the explicit scope and sequence of the UFLI Foundations program, moving logically from simple letter-sound correspondences to complex morphologic structures. It acts as a precise diagnostic tool to pinpoint exact instructional starting points and skill gaps for Tier 2/3 intervention. The assessment covers a vast amount of foundational literacy skills, including digraphs, vowel-consonant-vowel, ending spelling patterns, r-controlled, long vowel teams, diphthongs, suffixes, prefixes, and additional affix words. This word recognition assessment allows teachers to see the true capabilities by evaluating real and nonsense words, revealing if a student can apply phonics rules rather than just memorizing sight words. Teachers can then use the data from the assessment to group students based on needs and use the UFLI scope and sequence to place students at different levels of the curriculum.

For our CFCD students, Frog Street's word recognition instruction and assessment align with the Science of Reading and structured literacy by explicitly teaching foundational skills such as letter recognition, phonological awareness, and sound-symbol relationships through systematic, multi-sensory activities. These approaches build the early decoding and print concepts essential for later reading success, grounded in evidence-based literacy practices.

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.

At Bethel-Hanberry, we use universal screener data and diagnostic assessment data to identify students who struggle with reading proficiency by administering the EasyCBM and Measures of Academic Progress assessment.

The EasyCBM assessment is given as a universal screener to students to assess their initial reading skills, including word recognition and language comprehension. EasyCBM provides benchmarks that align with grade-level expectations. When students score below those benchmarks, they are flagged for intervention, allowing classroom teachers and the Response to Intervention Team to focus on those needing additional support. The results help identify students at risk of falling behind. The diagnostic assessments provide deeper insights into specific skill deficits, determining whether the issues lie in word recognition or language comprehension. Based on the results, student intervention pathways are developed. Tier one classroom teachers use the thirty-minute ELA intervention time to target those deficits. Also, during this time, the Response to Intervention Team works with tier two and tier three students outside their regular tier one classroom and meet in small groups for explicit instruction. Interventions may focus on phonics and decoding strategies for those with word recognition deficits. For language comprehension challenges, strategies might

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involve vocabulary development, word study and comprehension exercises. Tier one classroom teachers will use resources such as Open Court decodables, UFLI, Rigby Readers or computerized programs such as Lexia Learning, Progress Learning, and MyPath. The RTI team uses Orton-Gillingham lessons and strategies, LLI and Haggerty, to address their students' needs. Targeted intervention plans are created for students that outline specific goals, instructional methods, and progress monitoring. Regular assessments are administered every one to two weeks to assess student progress. Teachers adjust interventions as necessary to ensure effective support. This structured approach helps tailor interventions to meet the individual needs of students in K-5th grade, ultimately aiming to improve reading proficiency.

The Measures of Academic Progress (MAP) diagnostic assessment also determines targeted pathways of intervention for K-5th grade students who need to master grade-level reading proficiency. Our district administers MAP assessments three times a year to gauge students' reading skills, including both word recognition and language comprehension. The results provide detailed reports on students' performance, identifying specific areas of strengths and weaknesses. Teachers are able to use the MAP Learning Continuum to see what skills/indicators need to be reinforced, developed or extended for students. In addition, this data helps teachers see whether issues stem from decoding skills (word recognition) or understanding and interpreting texts (language comprehension). If a student shows significant difficulties in decoding and phonics skills, interventions will focus on structured literacy techniques that enhance word recognition, such as phonics instruction and sight word practice. If a student demonstrates adequate word recognition but struggles with understanding texts, interventions will target language comprehension strategies, including vocabulary building, inferencing, visualizing, clarifying, and summarizing. After implementing interventions, educators continue to use MAP assessments to monitor student growth and adjust instructional strategies accordingly. This ensures that the interventions remain effective and responsive to individual student needs. By leveraging the detailed insights from MAP assessments, our school can provide targeted, data-driven interventions that support each student's journey toward grade-level reading proficiency.

Our CFCD program assesses its students 3 times a year using the state-approved readiness assessment tool, MyIGDIs. The data helps teachers to form small groups with similar instructional needs. The formal assessment, MyIGDis assesses early literacy in the areas of: Picture Naming, Rhyming, Alliteration, Sound Identification, and Which One Doesn't Belong? Our common assessment is used for identifying uppercase and lowercase letters, letter sounds, and Name Writing. Each learning theme lasts for four weeks, and completing the common assessment after every 2 themes of study weeks helps us make informed instructional decisions.

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.

At Bethel-Hanberry, we support parents in fostering reading and writing at home. Through our School Improvement Council, we offer a Literacy Night to educate parents on effective reading strategies and writing practices to help foster a community of support around reading and writing. Our child development department also offers yearly literacy workshops for parents where they receive tips on at-home literacy enrichment and a supply

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of resources to include books and literacy activities. We maintain ongoing communication with parents through school and classroom newsletters with updates that feature literacy tips and upcoming events. Classroom teachers provide printed and digital resources that include activities, book recommendations, and tips for creating a literacy-rich environment at home. During parent-teacher conferences, teachers share specific strategies tailored to each child's needs, highlighting how parents can reinforce learning. Parents have access to students' Google Classrooms, which allows them to access all literacy activities and work with their students at home. We also have the Bear Necessities digital page, a one-stop shop that provides parents access to all online digital platforms. Here, parents have access to the students' in-class reading texts and any online literacy programs the school and district provide. In addition, our media specialist has a site dedicated to empowering parents with ways to encourage students to become avid readers. Parents can view books in the school library to assist their students with checking out books. They also have access to a database of ebooks that they can check out to read along with their students. Parents can also find research platforms that can assist them in aiding their students with any research requirements. We are also in partnership with the Richland County Public Library, where students take field studies to the library to receive library cards and are able to take home books to read with parents. The Literacy Coach is also available to parents to provide suggestions, strategies, and resources to help students be successful readers and writers. At Bethel-Hanberry, we take pride in empowering parents to be literacy leaders at home, and we are committed to providing them with the necessary tools to do so.

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 Bethel-Hanberry, we have a systematic approach to monitoring reading achievement and growth for K-5th grade students, ensuring data-driven decisions for interventions. We conduct universal screenings three times a year to identify students' reading levels and track progress. In addition to universal screenings, teachers use formative assessments such as Measures of Academic Progress, Progress Learning, Open Court, and HMH Into Reading, and other diagnostic tools such as Lexia and MyPath to monitor individual student growth monthly. Teachers meet weekly in professional learning communities to analyze and review assessment results, discuss student progress, and identify those needing intervention. In those meetings, four questions are considered. What do we want our students to know? How will we know they learned it? What will we do when they do not learn it? What will we do when they learn it? Based on data, students are placed into targeted intervention groups, with specific strategies outlined. Teachers provide feedback and adjust interventions based on ongoing data collection, ensuring responsiveness to student needs. Teachers share progress reports with parents and involve them in the intervention process, reinforcing a collaborative approach to literacy development. This structured monitoring system helps ensure that all students receive the support necessary to achieve grade-level proficiency in reading.

Our CFCD program assesses its students 3 times a year using the state-approved readiness assessment tool, MyIGDIs. The data helps teachers to form small groups with similar instructional needs. The formal assessment, MyIGDis assesses early literacy in the areas of: Picture Naming, Rhyming, Alliteration, Sound Identification, and Which One Doesn't Belong? Our common assessment is used for identifying uppercase and lowercase letters, letter sounds, and Name Writing. Each learning theme lasts for four weeks, and completing the common assessment after every 2 themes of study weeks helps us make informed instructional decisions.

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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.

At Bethel-Hanberry Elementary, we are committed to providing teacher training rooted in the Science of Reading and structured literacy to effectively support all PreK-5th grade students. This year, we are continuing to provide PD on emphasizing evidence-based practices in phonemic awareness, phonics, vocabulary, fluency, and comprehension. This PD comes in the form of Language Essentials for Teachers of Reading and Spelling (LETRS) coursework. Teachers will receive training on implementing a structured literacy curriculum that aligns with best practices and supports diverse learners. In the classroom setting, the Literacy Coach will work closely with teachers in classrooms, providing real-time feedback and modeling effective literacy instruction techniques. In addition, the Literacy Coach will meet with teachers monthly on focused literacy topics. We will organize professional learning communities where all teachers can share strategies, discuss challenges, and collaborate on solutions related to literacy instruction. Teachers will be provided with access to a wealth of resources, including instructional materials, assessment tools, and online courses focused on foundational literacy skills. Training includes strategies for differentiating instruction to meet the varying needs of all students, ensuring that each child receives appropriate support. This comprehensive approach equips teachers with the knowledge and skills necessary to enhance literacy outcomes for all students.

Section G: Analysis of Data

Strengths	Possibilities for Growth
● According to the 2026 SC Ready results, we increased our overall reading achievement from 66.8% in 2025 to 71.3% in 2026. That is a 4.5% growth. ● According to the SC Ready results, we decreased the amount of students scoring Does Not Meet from 13.0 % in 2025 to 7.8% in 2026. ● According to the SC Ready results, we decreased the amount of students not meeting grade level expectations from 33.2% in 2025 to 28.7% in 2026 (Approaches and Does not Meet).	● Ensure students demonstrate continuous academic growth in SC Ready achievement as they matriculate from 3rd through 5th grade, with a specific focus on preventing the historical decline in outcomes at 5th grade by monitoring cohort performance, identifying students needing additional support, and implementing targeted instructional interventions. ● Increase grade-level readiness among students with IEPs through targeted instruction, evidence-based interventions, and intentional progress monitoring, ensuring that student

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	needs are identified early and instructional supports are adjusted based on demonstrated progress. According to the SC Ready standards report results, third grade scored the lowest in informational text, fourth grade literary text and fifth grade vocabulary. We will continue to implement measures to provide students with more opportunities to encounter different genres of text. We will also continue to unpack indicators and consistently check for understanding to analyze data for intervention.
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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> Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 70.2 % to at least 72.2 % in the spring of 2026.	This goal was accomplished and exceeded. The results indicate that 73.0% of students in third grade scored Meets or Exceeds in the spring of 2026 on SC READY.
<u>Previous Goal #2:</u> By May 2026, 100 % of ELA teachers will effectively use explicit instructional strategies to enhance their teaching practices and more effectively impact student progress in both reading and writing.	Monthly coaching and feedback from PLCs and classroom observations focused on identifying explicit instructional strategies serve as evidence to support the achievement of this goal.

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

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- 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 the 2025-2026 school year as determined by SC READY from 73% to 75% in the spring of 2026-2027.	To work toward this goal, we will continuously monitor student data using grade-level benchmarks in reading and writing through our PLC framework. During this time, our focus will be on unpacking standards, standards-activity alignment, common formative assessments, data analysis and planning for enrichment and remediation.
<u>Current Goal #2:</u> By May 2027, 100% of ELA teachers will consistently implement the Richland Two Instructional Model with fidelity, using its explicit instructional strategies to strengthen Tier 1 instruction and improve student progress in reading and writing.	Provide targeted professional development and ongoing coaching focused on the Richland Two Instructional Model, with an emphasis on high-impact practices that strengthen Tier 1 ELA instruction. Identify and showcase teacher exemplars within the school, creating opportunities for teachers to observe, collaborate, and share effective implementation strategies. Use walkthroughs, student work, and progress-monitoring data to provide feedback and monitor the impact of implementation on student learning.

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