North Hartsville Elementary School - Darlington County School District - 2026-2027
Primary & Elementary Reading Plan - SC State Department of Education

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.*

In all grade levels 5K-5th grade, the six components of reading are explicitly taught daily. Through dedicated time, high-quality curriculum materials including iReady, SAVVAS, and UFLI, teachers skillfully create experiences to support all components during protected instructional time. Whole, small, and individual lessons are taught and integrated into all subjects.

Last year we began using the i-Ready inform system in both reading and math. This assessment gives us data on proficiency in the areas of phonics, phonological awareness, high frequency words, vocabulary, and comprehension with literary and informational texts. Teachers also assess with decodable passages, writing, spelling, oral reading passages for fluency, and oral comprehension using the HQ materials.

The i-Ready inform is given three times per year, but weekly teachers informally and formally assess writing, phonics, vocabulary, spelling, and comprehension. Oral reading fluency is assessed bimonthly, and all skills are combined on a longer assessment per unit, therefore every 6 weeks. This data is then used to fuel reading instruction, break students into groups for reteaching, intervening, and accelerating.

This data is analyzed per teacher and in the grade levels by PLC teams. Item analysis helps our teachers to determine which standards are weak and where additional lessons are needed. They then use high quality materials to create instruction for individual student needs. UFLI, specifically, helps students improve with oral language, phonological awareness, phonics with repeated instructional routines to strength student lexicons.

The science of reading and state standards guide our practice in the classrooms and intervention spaces. The curriculum materials are all on the approved state department list and are implemented with fidelity. We're working with having all teachers trained with Lexia's LETRS. Our primary teachers, K-3 are all certified. This will be our Volume 2 year with our 4th & 5th grade teachers, so that our practice and ideals are working in tandem. This also creates a common language across our school, strengthening the academic conversations we're able to have among colleagues in our PLCs and professional development sessions.

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.*

Our direct phonemic instruction is planned to intentionally help children map the relations between letters and sounds, phonics, and word-recognition strategies. Our objective is to provide students with a plethora of opportunities to become confident and automatic readers. As a school just finishing LETRS training with our primary teachers, we're refining many of our reading teaching techniques and beliefs to ensure a structured approach to teaching our readers. We are striving to include comprehensive instruction in alphabetic knowledge, phonemic awareness, sound-symbol relations, word-identification strategies, spelling and writing connections, related reading practice, and reading fluency. We are being aided in using state-adopted curriculum resources aligned to the growing Science of Reading body of knowledge to achieve this. In addition, we're incorporating the professional development we received into daily instruction, evolving with our skill set and tool kit each week. We know this is a work in progress and we are committed to growing forward. We're celebrating the success we've seen with students and building on their growth.

This year we are continuing with our Lexia LETRS training with one cohort of teachers. Our last cohort includes 4th and 5th grade teachers and additional teachers to our school in grades K-3. This vertical option of planning together has proven to really be helpful for our upper elementary teachers to have a common LETRS language to share with our primary faculty. The practice of word study has therefore been strengthened K-5, with improved instruction in word parts and decoding words. Teachers are more accountable for teaching these strategies as well as regularly assessing student word knowledge, spelling, and decoding. This data, therefore, is used to measure student word knowledge and further group students into small skill based groups for further instruction. This aligns with the science of reading and needing specific data to inform the small groups needed to reinforce or reteach. Small groups are taught in both the classroom and outside the classroom in a tiered approach to meet student needs more frequently and more intensely.

Weekly PLC sessions are created to meet teacher needs and are rooted in planning with student data in mind. This comprehensive, backwards designed method encourages teachers to unpack standards, internalize instructional units, and plan with their students in mind. Using the provided HQIM assessments, the team is therefore able to analyze the data and teach into student identified needs, instead of spending time creating materials to assess. This is helping with teacher load and work towards a common goal.

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.*

Our school is currently using the i-Ready Inform to identify student needs in both reading. This is a fairly new system for our district, we're on year two of implementation. We've spent time with the company and our teachers to pour over the results and understand how to use them effectively. For this first round of intervention, our team is working with K-5 grade students whose overall reading scores were 2+ grade levels below and showed a strong need in phonological awareness.

After students were identified with the initial diagnostic, interventionists administered the CORE phonics and word reading survey. This data drove several to also complete the Project Read Pre Assessment Unit for Skills. Students were then grouped further based on phonics needs and overall strengths into groups. These three groups, per grade level, work with different instructors and focus on their personally identified needs. Their progress is then monitored using the i-Ready Literacy Tasks: specifically Letter Name, Fluency, Pseudo Words, and Fluency Passages and Project Read assessments. Groups are then focusing on word recognition or language comprehension.

Also, data collected is then used to inform grouping for students who are not significantly below, but need more skill work in the classrooms in intensive grouping that meets within the room. Progress is shared from interventionist to classroom teacher via PLC meetings to link classroom practice with student growth and constantly monitor the progress of all students. Monitoring their progress helps them keep parents and practice informed of progress towards common goals.

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.*

Our school regularly contacts parents with a specialized school app that allows teachers to post and privately talk with parents. This communication is used to not just discuss the daily activities, but give updates on progress. Quarterly, we meet face to face with parents, but utilize connection in the carlines, phone calls, and bringing parents in as needed. Monthly progress reports and quarterly digital report cards are sent. Students in intervention have direct contact with a weekly update about student progress.

With one large book fair this year, the school focuses on reading and writing development and hosts events for the family and community to encourage and reward reading. Monthly reading challenges are conducted and prizes range based on a grade-level focus. Teachers manage this so the direct connection of home reading is rewarded, monitored, and encouraged in a timely fashion.

In the schoolwide arena, we will launch our Children's Book Award Nominees book clubs for 4th and fifth graders, and 5K-3rd graders will read the Picture Book Award Nominees in library classes and vote. We are planning to implement a schoolwide speaker again in January to encourage reading volume and star power! All of these strategies help to drive independent reading and reading conversations within our students' homes.

Teachers send home strategies with each weekly unit of instruction, sharing vocabulary, spelling, and skill units per week for families to work on at home. All materials are translated into the student's home language as needed.

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. *

Teachers are using our curriculum unit materials (SAVVAS) with comprehension checks, grammar, writing, and cold reads on grade level. In the lower grades, UFLI materials and weekly assessments are used to track growth in reading, writing, and dictation. The i-Ready inform is also used to show growth over time with three open assessment windows. This year our district will add the i-Ready Standards Mastery assessment for grades 2-5 to quarterly gauge the growth of students on particular standards. This data will be analyzed and used to spiral, small group, and intervene with students on their levels. Strategy based groups are then created based on the data and helps our teams of teachers to group students for the most growth.

All data collected is used to determine next steps for instruction in all settings. This data drives the methods, delivery, and audiences. Weekly in PLC this data is used to monitor growth, gauge progress, and determine next steps. Weekly MTSS meetings allow the intervention team time to discuss individual students, determine progress, or change the intervention for students not showing adequate progress toward grade-level proficiency.

This team also regularly meets with the admin team to review data, analyze for relative strengths, and plan for next steps. Continuous Growth is our goal and a constant check-in is necessary to monitor student growth.

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. *

Currently 13 teachers are enrolled in the Lexia LETRS Training. Weekly we meet in Professional Learning Communities to share our insights, instructional practices, bridge to practice learning, and student progress. PLC is also a place for teachers to discuss intentional planning, student success, needs, and data to inform next steps for student growth.

All teachers meet in weekly planning sessions to create lesson plans, prepare materials, and discuss student needs for subsequent lessons based on SC ELA standards. Our team is using the work of previous years to continue growing writers within our ELA adoption, identifying learner needs based on the standards, decomposing the grammar matrix and creating engaging writing units for our students.

The literacy coach provides professional development in unpacking standards and creating aligned assessments. Also in choosing materials to align and connect with student interests, while aligning to new standards. We work within the

parameters of our new adoption to create writing units for students to increase engaged writing communities within our classrooms. Also, observing the writing process within classrooms to provide feedback for next steps for teachers with the Literacy Coach is a big goal in moving our professional learning along in PLCs.

More than all the planned experiences, teachers have the chance to share their particular needs with our Literacy Coach and schedule planning, co-teaching, or modeling lessons to meet their particular needs. Teachers also have the opportunity to observe peers and glean ideas for new implementation and are able to request observations as needed. In addition, grade-levels also ask for particular training in an area of need. As a result, opportunities for growth this year have included time with out assistants in exceptional education and kindergarten to become more proficient with literacy small group, hands on materials purchased by the district, a UFLI digging deeper training series, created to help teachers in the third + year of implementation, and guide the next steps for phonics instruction. Teachers in 4th and 5th grade have had specialized vocabulary training with our IT person to strengthen this program implementation and set their instruction to include higher instructional practices. Both of these grades in particular, requested new materials for writing and have worked to implement new units that focus on growing writers at this level with units that reteach missing skills and strengthen idea sharing.

Section G: District Analysis of Data

Strengths*

- SCREADY data shows a decrease in does not meet in all grades, specifically 3rd
- SCREADY data shows an increase in meets and exceeds for all grades, trending to 70.1% in 3rd grade, 64.3% in 4th grade, and 61.1% in 5th grade- HUGE gains
- Overall Writing shows increase in scorable student responses, and many students moving into the meets and exceeds categories in writing alone
- iReady Data shows readers are a higher 3rd grade this year, 54% meets + vs. only 43% last year
- Adding Kindergarten to our building has proven to be a perfect way to increase our vertical planning and their overall transition to 1st grade in the same building. We were ready to begin interventions when they entered first and now have added kindergarten to our beginning of the year interventions. This is making a huge impact.

Possibilities for Growth*

- Reading overall growth on SC Ready for 3rd-5th, primarily focusing on informational text (weakness identified in iReady and SC Ready Science scores) and vocabulary growth
- Grammar/writing multiple choice with isolated skills pulled from previous years of standards
- 5K-2nd Phonics and Phonological Awareness Goal to include more hands-on learning for these students

***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 Teachers
- Reading Coaches
- Reading interventionists
- K-3 Special Education Teachers
- School Administrators

How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?*	How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?*	How many eligible teachers in your school are beginning Volume 1 of LETRS this year?*

13	25	0

How many eligible teachers in your school are beginning Volume 2 of LETRS this year?*	How many CERDEP PreK teachers in your school have completed EC LETRS?*	How many CERDEP PreK teachers in your school are beginning EC LETRS this year?*
13	n/a	n/a

Section H: Previous School Year SMART Goals and Progress Toward those Goals

Please provide your previous school 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).

If you do not have a copy of your goals from the previous school year, email Marie Gibbons at mgibbons@ed.sc.gov.

Previous Goal #1*	Goal #1 Progress*
Third Grade Goal: Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 53% to 57.4% in the spring of 2026.	In third grade in the spring of 2026, we were able to increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 53% to 70.1% in the spring of 2026. What amazing growth!!
Previous Goal #2	Previous Goal #2
Increase the percentage of third, fourth, and fifth graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 57.9% to 61.3% in the spring of 2026.	Using the SCREADY ELA data, we were able to grow our overall percentage of students in 3rd, 4th, and 5th grades scoring meets or exceeds from 57.9% in spring 2025 to 65.02% in the spring of 2026. We exceeded our mark by 4% and we are charged and ready to exceed it again this year!
Previous Goal #3	Previous Goal #3
Increase the percentage of first and second graders projected to score Meets and Exceeds as determined by iReady from 18% in the fall of 2025 to 50% in the spring of 2026.	By the spring 2026 administration of iReady Diagnostic, we were able to increase the percentage of first and second graders projected to score Meets and Exceeds as determined by iReady from 18% in the fall of 2025 to 96% in first grade and 65% in second in the spring of 2026. I

	wanted to show these percentages separately so we could celebrate the growth of both grades, and the overall strength measured in first!

Section I: Current Year 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.
- The Reading Plan may be helpful in determining action steps to reach an academic goal. 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.

If you have questions about completing this section, please contact Marie Gibbons at mgibbons@ed.sc.gov.

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*	Goal #1 Action Steps*
Third Grade Goal: Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 70.1% to 71% in the spring of 2027.	• HQIM- implement with planning and fidelity, following a backwards design in PLC weekly to internalize the unit and weekly lessons (UFLI & SAVVAS) • Weekly PLC Meetings to review student data and break down for intensive intervention needs • Intervention - Tier 2 time in each classroom for all students needing extra intervention • iReady- use a new diagnostic system to track student progress and gauge needs for small group instruction • PD- HQIM needs and standard implementation
Current Goal #2*	Goal #2 Action Steps*
Increase the percentage of third, fourth, and fifth graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 65.02% to 66.9% in the spring of 2027.	• HQIM- implement with planning and fidelity, following a backwards design in PLC weekly to internalize the unit and weekly lessons (UFLI & SAVVAS) • Weekly PLC Meetings to review student data and break down for intensive intervention needs

	• Intervention - Tier 2 time in each classroom for all students needing extra intervention • iReady- use a new diagnostic system to track student progress and gauge needs for small group instruction • PD- HQIM needs and standard implementation
Current Goal #3*	Goal #3 Action Steps*
Increase the percentage of kindergarten, first, and second graders projected to score Meets and Exceeds as determined by iReady from 16% in the fall of 2026 to 60% in the spring of 2027.	• HQIM- implement with planning and fidelity, following a backwards design in PLC weekly to internalize the unit and weekly lessons (UFLI & SAVVAS) • Weekly PLC Meetings to review student data and break down for intensive intervention needs • Intervention - Tier 2 time in each classroom for all students needing extra intervention • iReady- use a new diagnostic system to track student progress and gauge needs for small group instruction • PD- HQIM needs and standard implementation

NHE 2026-2027 SC Read to Succeed Reading Plan Goals

GOAL 1

Third Grade Goal: Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 70.1% to 71% in the spring of 2027.

GOAL 2

Increase the percentage of third, fourth, and fifth graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 65.02% to 66.9% in the spring of 2027.

GOAL 3

Increase the percentage of kindergarten, first, and second graders projected to score Meets and Exceeds as determined by iReady from 16% in the fall of 2026 to 60% in the spring of 2027.