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? 1
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 16
- How many teachers in your school are beginning Volume 1 of LETRS this year? 0
- How many teachers in your school are beginning Volume 2 of LETRS this year? 1
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? 4
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year? 0

Section A:

Ben Hazel Elementary School provides systematic and explicit literacy instruction for all students in Pre-K through fourth grade through the implementation of high-quality instructional materials aligned to the South Carolina College- and Career-Ready ELA Standards. Instruction addresses the essential components of reading, including oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension through a research-based scope and sequence.

Pre-Kindergarten students receive instruction using Creative Curriculum, Learning Without Tears, and Heggerty to develop oral language, phonological awareness, early phonics, vocabulary, and comprehension skills. Kindergarten through second grade students utilize Open Court Red and Green Bands to provide systematic and explicit instruction in foundational reading skills. Students in grades K-4 receive phonics instruction through Open Court Green Band, while Heggerty is used in Pre-K through third grade to provide explicit phonemic awareness instruction. Ready Reading is used in grades 3rd-4th to support oral language, fluency, vocabulary, and comprehension through grade-level texts. Fourth grade students additionally utilize Open Court Green Band for Word Analysis. These high-quality instructional materials ensure all students receive evidence-based instruction aligned with state standards.

Ben Hazel Elementary School utilizes a comprehensive assessment system to monitor student progress and inform instructional decisions. Students in kindergarten through fourth grade are assessed three times annually using i-Ready Inform.

Pre-Kindergarten students are assessed using MyIGDi's, which provides research-based indicators of early literacy development and kindergarten readiness. Kindergarten students participate in the Kindergarten Readiness Assessment (KRA) to evaluate language and literacy skills. In addition, teachers administer curriculum-embedded weekly and unit assessments within Ready Reading and Open Court to monitor mastery of literacy skills. Assessment data is used to guide instruction, identify student needs, provide targeted interventions, and ensure students are making progress toward meeting grade-level SCCCR ELA Standards.

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.

Ben Hazel Elementary School provides systematic, explicit, and cumulative instruction in the Word Recognition strand through a structured literacy approach aligned with the Science of Reading. Instruction addresses phonemic awareness, phonics, sight word recognition, decoding, encoding, and word analysis through a research-based scope and sequence. Students in Pre-K through fourth grade receive instruction designed to develop foundational literacy skills necessary for automatic word recognition and proficient reading.

Ben Hazel Elementary School uses a variety of curricula materials to instruct the word recognition pathway to support the SOR, structured literacy, and foundational literacy skills. In grade Prek-3rd, Heggerty is used to instruct students daily in Phonological Awareness. Students in grade K-4 are instructed in the areas of phonological awareness and phonics through the Open Court Green Band. Students in grades 2-3 are instructed in phonics utilizing the Open Court Green Band. In grade 4, students are instructed in Word Analysis through the Open Court Green Band. Students who have been classified in Tier 2 and Tier 3 based on iReady data are given additional assessments to determine if they need additional instruction in word recognition. Data collected from these assessments will then be paired with instructional materials from UFLI, Open Court

Green Band Intervention Guide, Florida Center for Reading Research, Heggerty, or i-Ready Tools for Next Steps. The students will receive targeted instruction from these materials that meet their individual needs in an individual or small group setting. Students in grade K-3 are assessed in the areas of phonological awareness and phonics through the Open Court Green Band weekly and unit assessments. In the word recognition pathway, the student will be assessed in the areas of phonological awareness and phonics. In the PA pathway, students will be given the Kilpatrick PAST assessment. In phonics, students will be given at least one phonics screener. The screeners that can be utilized are the LETRS Basic Spelling Screener, LETRS Advanced Spelling Screener, or the LETRS Phonics and Word Reading survey.

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.

Ben Hazel Elementary School uses universal screener data and diagnostic assessment data from i-Ready Inform three times a year. After administration of iReady Inform, students are sorted into 3 instructional tiers. In grades 1 – 4 students in Tier 2 and 3 are then put through the Hampton County ELA Decision Tree process. This begins with the administration of an Oral Reading Fluency Assessment on a grade-level reading passage from DIBELS. If the student scores below the 35th percentile norm, the student will move through the word recognition pathway. If the student is above the 35th percentile norm, they will move through the language comprehension pathway.
In the word recognition pathway, the student will be assessed in the areas of phonological awareness and phonics. In the PA pathway students will be given the Kilpatrick PAST assessment. The data from the PAST assessment is then used to inform instruction for the student. Based on the PAST data the student will receive targeted instruction from Heggerty, Open Court Intervention Guide, Florida Center for Reading Research, or i-Ready Tools for Next Steps. In phonics, students will be given at least one phonics screener. The screeners that can be utilized are the LETRS Basic Spelling Screener, LETRS Advanced Spelling Screener, or the LETRS Phonics and Word Reading survey. After the assessments are given and data is analyzed a goal is set for the student's instructional needs. Data collected from these assessments will then be paired with instructional materials from UFLI, Open Court Green Band Intervention Guide, Florida Center for Reading Research, or i-Ready Tools for Next Steps. The students will receive targeted instruction from these materials that meet their individual needs in an individual

or small group setting. Students are progress monitored in the Word Recognition Pathway weekly, utilizing a similar set of words from the initial assessment to track progress. Students are also given a monthly ORF progress monitoring assessment. If students meet their goal, they are then moved to the next skill in the continuum. This process is repeated after the administration of iReady in the Fall Winter and Spring.
In the Language Comprehension Pathway an iReady domain analysis is completed in the Vocabulary, Comprehension Literature, and Comprehension Informational domains. A series of questions is also utilized to determine students' instructional needs.

The questions are as follows:
Does the student have adequate* vocabulary knowledge to comprehend text? (morphology, Tier 1 & Tier 2 words)
Does the student have adequate* background knowledge to comprehend text?
Does the student understand simple to complex sentence syntax for adequate* sentence comprehension?
Does the student use strategies to self-monitor (rereading, mental imagery, asking questions) for their understanding?
Does the student have adequate* understanding of text genres (structures and features)?
Does the student use higher level reasoning (inference, prediction, compare/contract, summarizing, etc.) to comprehend text?
Does the student demonstrate adequate* written expression?

A goal is then set for students based on their instructional needs. Instructional materials from iReady Tools for Next steps, Open Court Intervention Guide, Florida Center for Reading Research, are used to meet student's needs. Students are given a progress monitoring check weekly until the goal has been met and a new goal is determined. This process is repeated after the administration of iReady in the Fall, Winter and Spring.
In Kindergarten after the administration of the iReady Inform, students will receive targeted instruction to meet their individual needs in an individual or small group setting. Students are progress monitored weekly to see how they are progressing. Parents are notified when students are identified as performing below grade-level expectations through the universal screening and diagnostic assessment process. School personnel collaborate with parents to review assessment data, discuss student strengths and needs, share intervention goals, and provide strategies and resources to support literacy development at home. Student progress is communicated regularly, and intervention plans are adjusted based on ongoing progress monitoring data.

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.

Ben Hazel Elementary School has a system in place to help parents support their student(s) as a reader and writer. Our school sends home the iReady Inform results report to parents to inform them at the beginning of the year where their child is scoring nationally compared to other students their age. This report outlines the areas of strengths and opportunities for growth in each domain. We send home a letter explaining the level their child is currently being instructed on during small group instruction. This outlines the child's areas of strengths and opportunities for growth. Our school has individual grade level parent nights in the month of September to inform our parents on ways to help support their student in reading and writing at home. Our school sent home a resource for letter formation to help our parents support their child with handwriting. We also have weekly grade level newsletters with strategies on how to support their student at home in the areas of reading and writing. We will have parent teacher conferences the day after report cards go home for the 1st nine weeks to discuss student progress with parents. Teachers utilize Parent Square to inform parents of reading/writing strategies and for upcoming assessments. School literacy goals are clearly communicated to parents and other key stakeholders in the community.

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.

Ben Hazel Elementary School provides for the monitoring of reading achievement and growth at the classroom and school level with decisions about intervention based on all available data to ensure grade-level proficiency in reading. Our school begins by analyzing i-Ready screener assessment data to determine students in Tier 2 and Tier 3. Tier 2 students are formally reviewed at least monthly, while Tier 3 students are formally reviewed every two weeks. Additional weekly progress monitoring data are

collected to inform instructional decisions. Students are progress monitored in the Word Recognition Pathway weekly, utilizing a similar set of words from the initial assessment to track progress. Students are also given a monthly ORF progress monitoring assessment. Students are progress monitored in the Language Comprehension pathway weekly based on the initial assessment given. If students meet their goal, they are then moved to the next skill in the continuum. This process is repeated after the administration of iReady in the Fall, Winter and Spring.
PreK students have a CERDEP portfolio that contains: work samples, assessment data, pertinent student information, etc. All students in grades K-5 have an Individualized Reading Plan folder that contains: assessments given, student learning pathway documents, goals, progress monitoring notes, and instructional next steps for students. These folders follow the students through each grade level to ensure grade level proficiency at each grade.
Students performing below benchmark receive daily targeted intervention in addition to Tier 1 core literacy instruction. Tier 2 and Tier 3 students will receive additional services in their identified targeted area utilizing an intervention plan that is monitored for 4 to 8 weeks. If the target student is showing growth, then the intervention strategy is continued and monitored for progress until grade level proficiency occurs. If the target student is not showing growth, then the school level MTSS team conducts a meeting to determine the next steps for more intensive intervention. The students are given weekly probes to monitor progress towards grade level proficiency over 4 to 6 weeks. If a student still doesn't make growth, the MTSS team meets regularly throughout the school year to review progress-monitoring data, evaluate intervention effectiveness, and make instructional adjustments based on the most current student data.
Students reading at or above grade level are progress monitored utilizing Tier 1 curriculum assessments and iReady diagnostic assessments to ensure students are always meeting grade level expectations.

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.

Teachers at Ben Hazel Elementary School receive ongoing support in aligning instruction, assessment, and intervention practices to the South Carolina College and Career Ready ELA Standards. BHES provides teacher training based in the SOR, structured literacy, and foundational literacy skills to support all students. All teachers have been given the opportunity to participate in LETRS learning. The Reading Coach is providing focused support through PLC/s and classroom support with

Open Court Green Band and Heggerty instruction, Anita Archers Next Steps for Explicit Instruction, LETRS explicit vocabulary routine, Hampton County School District ELA Decision Tree, and all the components particularly administering the assessments, writing goals, and pairing instructional materials.
Professional development is differentiated by grade span and student needs to ensure teachers receive grade-specific support aligned to their instructional responsibilities.

The district provided UFLI training for teachers in grades K-3. The district also meets with instructional leaders monthly to offer support that can be redelivered to teachers. In addition, the district also partners with the SCDE Literacy Specialist to provide ongoing support to the reading coach in the areas of Explicit Instruction, HQIM, and Coaching Professional Development. This in turn is redelivered by the reading coach to further support the teachers in these areas.

It is the expectation of HCSD and BHES that all instructional leaders/administrators participate in professional learning opportunities, conduct classroom observations, and monitor implementation of evidence-based literacy practices to ensure fidelity and student success.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• All teachers have had or currently have access to LETRS • All teachers at BHES have R2S certification. • Teachers are provided with HQIM (Creative Curriculum, Heggerty, Ready Reading, Open Court Green Band) Benchmark assessment to guide growth.	• Quality of Tier 1 Instruction • Small Group Instruction that is targeted for student needs. • Classroom Environment that promotes a positive learning environment

• The Reading Coach supports teachers through weekly PLC's, coaching cycles, and classroom models. • Phonics Bootcamp is monitored by Reading Coach and classroom teachers for Tier 2 and Tier 3 students. • Open House Grade Level Parent Nights and Parent Teacher Conferences allow for parents to gain tools for supporting students. • Ben Hazel Elementary maintains a data wall that is a current snapshot of students' academic progress. It has all services coded and is monitored regularly by all certified staff. • There is a designated 30 minutes of intervention time "Buzztime" built into every classroom schedule.	• Phonics and Vocabulary Domains will increase by the end of the school year. • Data Driven Instruction • Increase teacher utilization of Anita Archer's 16 Elements of Explicit Instruction (PLC) • Book Study- The Five Dysfunctions of a Team (PLC) • CERDEP has allowed us to implement a new curriculum, ***Creative Curriculum*** in Pre-K that fosters more reading and writing opportunities.

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
Previous Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds from the spring of [2025] as determined by SC READY from 60% to 70% in the spring of 2026.	BHES teachers will use Ready Reading, Open Court Green Band and Hampton County Decision Tree materials for instruction. The Reading Coach will support teachers in planning and instruction for implementing HQIM. Teachers will meet for weekly PLC and follow up by taking new learning into the classroom for implementation. Teachers will monitor the MTSS process.
Previous Goal #2: Ben Hazel Elementary will decrease the chronic absenteeism from 25.2% to 22% by the end of the 2025-2026 school year.	We are tracking these students and making contact with families.
Previous Goal #3:	100% of the teachers enrolled in LETRS completed the final assessment with a passing score. 100% of teachers at BHES are R2S certified, and one teacher is in year 2 of LETRS.

Ben Hazel Elementary's Reading Teachers enrolled in Year 1 of LETRS will complete the final assessment with a passing score.	

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's 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
Current Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 69% to 72% in the spring of 2026.	We will continue to use HQIM in all classrooms and strengthen our instruction.

Current Goal #2: 11 out of 33 third grade students scored in the Instructional Group One and Group Two for the domain of Phonics. These students have been placed in a Phonics Bootcamp for six weeks. Our Goal is that 80% of these students move up a Tier in iReady Inform in the domain of phonics.	I will monitor data for six weeks for the students in third grade phonics bootcamp and add the data to their data card. For those not increasing in Tier level, additional intervention will be provided.
Current Goal #3: In the vocabulary domain, we will increase from 37% to 80% schoolwide.	Vocabulary instruction will be provided in each classroom through HQIM and read alouds. We will review the Vocabulary Strategy routine from LETRS training. The data will be monitored throughout the year.