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? 2
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 5
- How many teachers in your school are beginning Volume 1 of LETRS this year? 1
- How many teachers in your school are beginning Volume 2 of LETRS this year? 2
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? 1
- 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 Fennell Elementary Magnet School, reading instruction is grounded in the Science of Reading and provides systematic, explicit, and research-based instruction in the five pillars of literacy: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. High-quality instructional materials (HQIM) are used across all grade levels to ensure alignment with the South Carolina College and Career Ready (SCCCR) English Language Arts Standards and to support all students in becoming proficient readers.

Oral Language: Pre-K students develop oral language skills through daily instruction using *World of Wonders*, *Learning Without Tears*, and *Heggerty*. Kindergarten through fifth-grade students engage in structured academic discussions, speaking and listening activities, and language-rich lessons through *iReady* and *Ready Reading*, which promotes vocabulary development, language comprehension, and communication skills.

Phonological Awareness: Students in PreK through fifth grade receive explicit and systematic phonological awareness instruction through *Heggerty Phonemic Awareness*. The research-based scope and sequence provides daily practice with rhyming, syllable segmentation, onset-rime, phoneme isolation, blending, segmenting, and manipulation skills that support foundational reading development.

Phonics: Students in Kindergarten through third grade receive explicit phonics instruction through the *Open Court Reading Green Band* program. This program provides a systematic sequence of letter-sound correspondences, decoding, encoding, and word analysis skills. Fourth- and fifth-grade students

continue developing advanced word analysis skills through *Open Court Green Band Word Analysis*, focusing on multisyllabic words, morphology, and structural analysis.

Fluency: Fluency instruction is embedded within i*Ready Reading* and *Open Court Reading* lessons. Students engage in repeated reading, modeled reading, partner reading, and independent reading activities that promote accuracy, automaticity, and prosody. Teachers monitor student progress and provide targeted support to improve reading fluency.

Vocabulary and Comprehension: Vocabulary and comprehension instruction are integrated throughout i*Ready Reading* at all grade levels. Students receive explicit instruction in academic and content-specific vocabulary, engage with complex texts, and apply comprehension strategies such as questioning, summarizing, inferring, analyzing text structure, and citing evidence from text. Instruction supports students' ability to comprehend increasingly complex texts and meet grade-level SCCCR ELA standards.

To monitor student progress and inform instruction, Fennell Elementary administers a comprehensive assessment system aligned to the five pillars of reading. Students in Kindergarten through fifth grade are assessed three times annually using **i-Ready Inform**, which measures foundational reading skills and overall reading achievement. Pre-K students are assessed using **myIGDIs**, which provide research-based indicators of early literacy development and kindergarten readiness. Kindergarten students also participate in the **Kindergarten Readiness Assessment (KRA)** to evaluate literacy and language development.

In addition, teachers use ongoing formative and summative assessments embedded within the school's high-quality instructional materials. i*Ready Reading* lesson and unit assessments evaluate students' vocabulary, comprehension, fluency, and application of grade-level reading skills. *Open Court Reading Green Band* weekly and unit assessments measure student mastery of phonological awareness, phonics, word analysis, fluency, and foundational reading skills. Assessment results are used to guide differentiated instruction, intervention, and enrichment to ensure all students make progress toward mastering the 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.

Fennell Elementary Magnet School provides systematic, explicit, and cumulative instruction in foundational literacy skills aligned to the Science of Reading and Structured Literacy principles. Instruction is designed to develop students' word recognition abilities through phonological awareness, phonemic

awareness, phonics, word analysis, decoding, encoding, and sight word recognition. High-quality instructional materials and data-driven instructional practices ensure that all students in PreK–5 receive targeted support to build strong foundational reading skills.

In **PreK through second grade**, students participate in daily phonological and phonemic awareness instruction using **Heggerty Phonemic Awareness**, which follows a research-based scope and sequence. Students develop skills in rhyme recognition, syllable awareness, phoneme isolation, blending, segmenting, and manipulation, providing a strong foundation for decoding and word recognition.

In **Kindergarten through first grade**, students receive explicit instruction in phonological awareness, phonics, decoding, encoding, and high-frequency word recognition through the **Open Court Reading Green Band**. Instruction follows a systematic sequence of letter-sound correspondences, blending, segmenting, and word reading skills that support automatic word recognition.

In **second through third grade**, students continue phonics and decoding instruction through the **Open Court Reading Green Band**, with an increased emphasis on advanced phonics patterns, multisyllabic word reading, spelling, and automatic recognition of high-frequency words. Instruction is cumulative and builds upon previously mastered skills to strengthen reading accuracy and fluency.

In **fourth through fifth grade**, students receive instruction in **Word Analysis** through the **Open Court Green Band Word Analysis** component. Instruction focuses on morphology, structural analysis, syllabication, Greek and Latin roots, prefixes, suffixes, and strategies for decoding unfamiliar multisyllabic words. These skills support continued development of automatic word recognition and reading comprehension.

Fennell Elementary utilizes a comprehensive assessment system to monitor student progress in foundational literacy skills and word recognition. Universal screening data from **i-Ready Inform**, administered three times annually in Kindergarten through fifth grade, are used to identify students who may require additional support. PreK students receive early literacy screening through **myIGDIs**, which measures skills predictive of later reading success.

Students in Kindergarten through fifth grade are also assessed through **Open Court Green Band weekly and unit assessments**, which measure mastery of phonological awareness, phonics, word analysis, decoding, encoding, and sight word recognition skills. These assessments provide ongoing progress-monitoring data that guide instructional decisions and intervention planning.

Students identified as **Tier 2 or Tier 3** through screening and classroom assessment data receive additional diagnostic assessments to determine specific instructional needs within the word recognition pathway. For students demonstrating weaknesses in phonological awareness, the **Kilpatrick PAST (Phonological Awareness Screening Test)** is administered to identify targeted skill deficits. For students requiring additional phonics and word

recognition support, teachers administer diagnostic measures such as the **LETRS Basic Spelling Screener**, **LETRS Advanced Spelling Screener**, and the **LETRS Phonics and Word Reading Survey**.

Assessment results are used to provide targeted, evidence-based intervention aligned to Structured Literacy principles. Intervention resources include **UFLI Foundations**, the **Open Court Green Band Intervention Guide**, **Florida Center for Reading Research (FCRR)** instructional materials, and **i-Ready Tools for Instruction**. Students receive individualized or small-group instruction based on identified needs, and progress is monitored regularly to ensure growth in phonemic awareness, phonics, sight word recognition, decoding, and overall word recognition skills.

Through the use of systematic instruction, high-quality instructional materials, valid and reliable assessments, and data-driven intervention practices, Fennell Elementary ensures that foundational literacy instruction and assessment for all PreK–5 students are strongly aligned with the Science of Reading, Structured Literacy, and the South Carolina College and Career Ready ELA Standards.

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.

Fennell Elementary Magnet School utilizes a multi-tiered system of support (MTSS) to identify, diagnose, and address reading difficulties for students who are not demonstrating grade-level proficiency. Universal screening, diagnostic assessments, targeted interventions, progress monitoring, and collaboration with families are used to ensure that students receive instruction aligned to their specific literacy needs.

All students in Kindergarten through fifth grade participate in the **i-Ready Inform** three times annually during the fall, winter, and spring assessment windows. PreK students are screened using **myIGDIs** to identify early literacy strengths and areas of need. Universal screening data are reviewed by school teams to determine student performance levels and identify students requiring additional support. Students performing below grade-level expectations are identified as Tier 2 or Tier 3 and are placed into targeted intervention pathways through the Hampton County School District ELA Decision Tree process.

For students in grades 1–5 who score below grade-level expectations on i-Ready, an **Oral Reading Fluency (ORF)** assessment using grade-level DIBELS passages is administered. The ORF assessment serves as a decision point for determining whether the student's primary area of need lies within the **Word Recognition Pathway** or the **Language Comprehension Pathway**. Students scoring below the 35th percentile on ORF measures are assigned to the Word Recognition Pathway. Students scoring at or above the 35th percentile are assigned to the Language Comprehension Pathway.

Word Recognition Pathway

Students identified for the Word Recognition Pathway receive additional diagnostic assessments to determine specific foundational skill deficits in phonological awareness, phonemic awareness, phonics, decoding, encoding, and word recognition.

Students demonstrating weaknesses in phonological awareness are administered the **Kilpatrick PAST (Phonological Awareness Screening Test)**. Assessment results are analyzed to identify specific skill gaps, such as phoneme isolation, blending, segmenting, and manipulation. Based on diagnostic data, individualized intervention goals are established.

Students demonstrating phonics or decoding weaknesses are administered one or more diagnostic assessments, including:

- LETRS Basic Spelling Screener
- LETRS Advanced Spelling Screener
- LETRS Phonics and Word Reading Survey

Diagnostic results are used to identify precise instructional needs and develop targeted intervention plans. Evidence-based instructional resources, including **UFLI Foundations**, the **Open Court Green Band Intervention Guide**, **Florida Center for Reading Research (FCRR)** resources, and **i-Ready Tools for Instruction**, are utilized to provide systematic and explicit intervention in small-group or individualized settings.

Students receiving Word Recognition interventions are progress monitored weekly using skill-specific assessments aligned to their identified deficits. Monthly Oral Reading Fluency assessments are administered to evaluate transfer of foundational skills to connected text reading. Intervention goals are reviewed regularly, and instructional plans are adjusted based on student performance. Once mastery is demonstrated, students move to the next skill within the instructional continuum.

Language Comprehension Pathway

Students identified for the Language Comprehension Pathway receive a comprehensive review of their i-Ready Inform domain data, including:

- Vocabulary
- Comprehension of Literature
- Comprehension of Informational Text

Teachers analyze student performance and utilize a structured problem-solving process to identify specific comprehension needs. Areas considered include:

- Vocabulary and morphology knowledge
- Background and content knowledge
- Sentence structure and syntax comprehension
- Metacognitive and self-monitoring strategies
- Understanding of text structures and genres
- Inferencing and higher-level reasoning skills
- Written expression and response to text

Using this diagnostic information, teachers establish individualized intervention goals and select targeted instructional resources, including **i-Ready Tools for Instruction**, **Florida Center for Reading Research (FCRR)** resources, and **Fountas & Pinnell Guided Reading materials utilizing grade-level texts**. Students receive focused small-group instruction designed to address identified language comprehension needs while maintaining access to grade-level content and standards.

Students receiving Language Comprehension interventions are progress monitored weekly through targeted assessment checks aligned to their intervention goals. Intervention plans are adjusted as students demonstrate growth and mastery of targeted skills.

Kindergarten Intervention Process

Following each administration of the i-Ready Inform, Kindergarten students identified as Tier 2 or Tier 3 receive additional diagnostic assessments, including the **LETRS Phonics and Word Reading Survey** and the **Heggerty Phonemic Awareness Assessment**. Diagnostic data are used to pinpoint specific foundational literacy needs and create individualized intervention plans.

Intervention is delivered using evidence-based resources, including **UFLI Foundations**, the **Open Court Green Band Intervention Guide**, **Florida Center for Reading Research (FCRR)** materials, and **i-Ready Tools for Instruction**. Students receive targeted small-group or individualized instruction, and progress is monitored weekly using assessments aligned to identified skill deficits. Intervention effectiveness is reviewed after each fall, winter, and spring screening cycle.

Family Collaboration and Ongoing Monitoring

When students are identified as performing below grade-level expectations, families are notified and included in the intervention planning process. Student data, intervention goals, progress-monitoring results, and recommended home supports are communicated with parents throughout the school year. Intervention teams regularly review student data to determine responsiveness to instruction and make adjustments as needed.

Through the use of universal screening, valid and reliable diagnostic assessments, data-driven intervention pathways, ongoing progress monitoring, and parent collaboration, Fennell Elementary Magnet School ensures that all PreK–5 students who experience reading difficulties receive targeted support designed to remediate skill deficits and achieve grade-level reading proficiency.

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.

Fennell Elementary Magnet School maintains a comprehensive system for partnering with families to support literacy development and ensure that parents understand how to help their children succeed as readers and writers. The school believes that strong collaboration between home and school is essential to achieving grade-level literacy goals and improving student outcomes.

At the beginning of each school year, parents receive their child's **i-Ready Inform Results Report**, which provides information about the student's current performance level, strengths, areas for growth, and progress toward grade-level literacy expectations. The report helps families understand how their child is performing compared to national norms and identifies skills that require additional support. Parents also receive information regarding their child's instructional placement and literacy goals for small-group instruction.

Fennell Elementary regularly communicates schoolwide literacy expectations and goals through family newsletters, school events, classroom communication platforms, and parent meetings. Weekly newsletters provide families with specific reading and writing strategies, literacy activities, and recommendations for supporting learning at home. Teachers also share grade-level expectations and strategies that parents can use to reinforce foundational literacy skills, vocabulary development, reading comprehension, and writing proficiency.

Throughout the school year, parents are informed of their child's literacy progress through report cards, progress reports, parent-teacher conferences, intervention meetings, and ongoing communication with teachers. Parent-Teacher Conferences are held following first-quarter report card distribution, and additional conferences are scheduled as needed to discuss student achievement, intervention plans, progress-monitoring results, and next instructional

steps. Families of students receiving reading interventions receive updates regarding student goals, progress-monitoring data, and recommendations for supporting literacy development at home.

Fennell Elementary hosts grade-level family literacy events and parent workshops that provide opportunities for parents to learn instructional strategies, understand literacy expectations, and engage in activities that promote reading and writing success. These events help families build their capacity to support literacy learning and strengthen the home-school partnership.

In addition to supporting parents, the school communicates literacy goals and initiatives with stakeholders throughout the community. School literacy goals, student achievement data, and reading initiatives are shared through School Improvement Council meetings, Title I parent events, family engagement activities, and other school-community partnerships. This ongoing communication ensures that families and community stakeholders are informed and involved in supporting student literacy achievement.

Through regular communication, family engagement opportunities, literacy-focused events, and ongoing progress updates, Fennell Elementary Magnet School provides a comprehensive system that empowers parents and caregivers to actively support their children's reading and writing development at home while working collaboratively with the school to achieve literacy success.

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.

Fennell Elementary Magnet School has a comprehensive progress-monitoring system in place to ensure ongoing reading achievement and growth for all PreK–5 students. Multiple sources of assessment data are used to make instructional decisions, determine intervention needs, monitor student progress, and ensure all students are working toward grade-level reading proficiency.

Reading achievement and growth are monitored through a combination of universal screening, diagnostic assessments, curriculum-based assessments, progress-monitoring measures, classroom performance data, and teacher observations. Students in Kindergarten through fifth grade participate in the **i-Ready Inform** three times annually during the fall, winter, and spring. PreK students are monitored using **myIGDIs** and documented through their **CERDEP portfolios**, which include assessment data, work samples, anecdotal notes, and other pertinent student information related to literacy development.

Following each i-Ready administration, student data are analyzed at both the classroom and school levels to identify students performing at, above, or below grade-level expectations. Students identified as needing additional support are assigned to Tier 2 or Tier 3 intervention services based on multiple data points. All students below benchmark receive **daily intervention in addition to Tier 1 core literacy instruction**.

Students receiving interventions through the **Word Recognition Pathway** are monitored using skill-specific assessments aligned to their identified needs in phonological awareness, phonics, decoding, and word recognition. Students also receive Oral Reading Fluency (ORF) progress-monitoring assessments to measure growth in connected text reading.

Students receiving interventions through the **Language Comprehension Pathway** are monitored using targeted assessments aligned to their intervention goals in vocabulary, comprehension, language structures, background knowledge, and higher-level thinking skills.

Progress monitoring occurs according to the intensity of the intervention:

- **Tier 2 students receiving targeted interventions are progress monitored at least monthly.**
- **Tier 3 students receiving intensive interventions are progress monitored monthly/bi-weekly.**
- Additional weekly instructional checks are utilized by interventionists and classroom teachers to monitor mastery of targeted skills and adjust instruction as needed.

All students in grades K–5 maintain an **Individualized Reading Plan (IRP) folder** that includes assessment results, intervention plans, instructional pathways, goals, progress-monitoring data, and instructional next steps. These records follow students from grade level to grade level to ensure continuity of services and informed instructional decision-making. PreK students maintain literacy records through their CERDEP portfolios to support ongoing monitoring of early literacy growth.

The school's **MTSS Team meets regularly to review the most current student data, evaluate intervention effectiveness, and make instructional decisions based on student response to intervention.** During these meetings, multiple data sources are reviewed to determine whether students should continue, intensify, modify, or exit interventions. This fluid response-to-intervention process ensures that instructional support is matched to each student's current needs.

Students receiving Tier 2 and Tier 3 services participate in intervention cycles lasting approximately six to eight weeks. If progress-monitoring data indicate adequate growth toward identified goals, interventions continue until grade-level proficiency is achieved. If students do not demonstrate sufficient

progress, the MTSS Team develops a more intensive intervention plan and may recommend additional diagnostic assessments to identify underlying skill deficits.

When students continue to demonstrate limited progress despite intensive intervention, the MTSS Team collaborates with special education staff and parents to review data, discuss intervention outcomes, and determine appropriate next steps, including consideration of a referral for further evaluation when warranted.

Students reading at or above grade level are also monitored regularly through Tier 1 curriculum-based assessments, classroom performance data, and i-Ready Inform results to ensure that expected growth is maintained or exceeded. Enrichment opportunities and differentiated instruction are provided to support continued literacy development and advanced achievement.

Through ongoing progress monitoring, regular MTSS data reviews, daily interventions for students below benchmark, and instructional adjustments based on multiple data points, Fennell Elementary Magnet School ensures that all students receive the support necessary to achieve and maintain grade-level reading proficiency.

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.

Fennell Elementary Magnet School is committed to providing ongoing, job-embedded professional learning aligned to the Science of Reading, Structured Literacy, foundational literacy skills, and the South Carolina College and Career Ready (SCCCR) ELA Standards. Professional development is designed to strengthen instructional practices, improve student literacy outcomes, and ensure that all teachers have the knowledge and skills necessary to provide high-quality literacy instruction across all tiers of support.

All teachers have been provided the opportunity to participate in **Language Essentials for Teachers of Reading and Spelling (LETRS)** professional learning. LETRS training builds teacher knowledge of the Science of Reading, language structures, phonological awareness, phonics, fluency, vocabulary, comprehension, assessment practices, and evidence-based literacy instruction. Teachers apply this learning to daily classroom instruction and intervention practices to improve reading outcomes for all students.

The school Reading Coach provides ongoing, job-embedded coaching and professional learning through Professional Learning Communities (PLCs), data meetings, coaching cycles, model lessons, co-teaching opportunities, classroom observations, and individualized teacher support. Professional

development provided by the Reading Coach focuses on effective implementation of high-quality instructional materials and evidence-based literacy practices, including:

- Open Court Green Band instruction and intervention
- Heggerty Phonemic Awareness
- UFLI Foundations instructional routines
- Anita Archer's Explicit Instruction strategies
- LETRS explicit vocabulary routines
- Hampton County ELA Decision Tree implementation
- Administration and interpretation of literacy assessments
- Goal setting and progress monitoring
- Data analysis and instructional decision-making
- Matching assessment results to appropriate intervention resources and instructional pathways

Teachers receive ongoing support in the effective implementation of high-quality instructional materials utilized within Tier 1, Tier 2, and Tier 3 instruction to ensure fidelity of implementation and alignment with Structured Literacy principles.

The district provides additional professional learning opportunities designed to strengthen literacy instruction across grade levels. Teachers in grades Kindergarten through third grade have received training in **UFLI Foundations**, providing explicit instructional routines to support phonological awareness, phonics, word recognition, and foundational literacy development. District instructional leaders meet monthly with school leaders and instructional staff to provide updates, instructional support, and literacy resources that are shared with teachers through ongoing professional development.

Fennell Elementary also collaborates with the **South Carolina Department of Education Literacy Specialist** to strengthen literacy instruction and coaching practices. Ongoing support is provided in the areas of explicit instruction, high-quality instructional materials (HQIM), implementation of the Science of Reading, data-driven instruction, and effective coaching practices. This learning is redelivered by the Reading Coach through school-based professional development, PLCs, and coaching cycles to ensure teachers consistently transfer new learning into classroom practice.

Professional learning at Fennell Elementary includes training on the administration of universal screeners, diagnostic assessments, progress-monitoring assessments, and curriculum-based assessments. Teachers are supported in analyzing assessment data, identifying student needs, selecting interventions, monitoring progress, and adjusting instruction based on evidence. Data discussions occur regularly through PLCs, MTSS meetings, and coaching sessions to ensure instructional decisions are responsive to student performance.

School and district leaders actively participate in literacy professional learning sessions, instructional leadership meetings, walkthroughs, and data reviews to support implementation of research-based instructional practices. Leaders monitor the effectiveness of professional learning through classroom observations, coaching feedback, lesson plan review, student achievement data, and implementation checks. This ongoing support helps ensure that new learning is translated into effective classroom practices that improve literacy achievement for all students.

Through ongoing, job-embedded professional development, coaching support, collaborative data analysis, and implementation of evidence-based literacy practices, Fennell Elementary Magnet School ensures that teachers continuously strengthen their ability to deliver instruction aligned to the Science of Reading, Structured Literacy, foundational literacy skills, and the SCCCR ELA Standards for all students.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• Teachers are provided with high-quality (Tier 1) instructional materials. (Heggerty for Phonemic Awareness, Open Court Green Band for phonics) Benchmark • Teachers are supported in weekly PLCs and through classroom coaching cycles. • The principal and teachers send weekly and monthly newsletters to help parents support their reading and writing at home. • We have MTSS teams to support students not at grade level proficiency. *We utilize the Hampton County Decision Tree implementation. The students' individualized pathways are monitored and documented by teachers and coaches. *Open House, Grade Level Night, and Parent Conferences that allow for parents to gain tools for supporting their student outside of the classroom. *Each teacher has an intervention block incorporated into their schedule. *Phonics Boot Camp is monitored by Reading Coach and the teacher for Tier 2 and 3 students.	• During PLC, we will review the sixteen elements of explicit instruction. • We will focus on Data-driven instruction. • We will use Open Court (green band) for phonics instruction and the blue band to assist with word analysis, writing and grammar skills. *During faculty meetings/PLC, we will focus on ideas found in our book study *The Five Dysfunctions of a Team.* *Teachers will consistently utilize the HQIM available to them.

*Grade level Parent Nights are held to provide open lines of communication between the parents and the teachers. *All teachers have access to LETRS training. * Creative Curriculum is being utilized in Pre-Kindergarten.	

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 in the spring from the spring of 2025 as determined by SC READY from 50 % to 55% in the spring of 2026.	We will continue working towards increasing the percentage of students who are meeting or exceeding reading standards from 50% to 53% and higher by May of 2027. We are currently at 43% for the 2026 SC Ready reporting period.
Previous Goal #2: Teachers will use data from I-Ready, small group instruction and MTSS. The teachers will focus on vocabulary and comprehension skills. The teachers will focus on phonics instructions through in-class instruction and the Phonics Bootcamp. These are the focus points gathered from the I-Ready Inform. Based on the gathered data, these students are reading beginning grade-level/below grade level texts, and they struggle with comprehension. They will be assessed regularly in reading and comprehension.	Kinder----Phonemic Awareness from 47% to 75% Kinder --- Phonics from 40% to 75% 1st Grade-Phonemic Awareness from 24% to 75% 1st Grade---Phonics from 24% to 75% 2nd Grade---Phonemic Awareness from 72% to 80% 2nd Grade-Phonics from 17% to 65% 3rd Grade---Phonics from 46% to 75% 4th Grade---Phonics from 50% to 75% 5th Grade---Phonics from 83% to 90% 6th Grade-Phonics from 100% to 100% (maintain)

Previous Goal #3:	

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 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 [previous school year] as determined by SC READY from 50% to 53 % in the spring of 2026-2027 school year.	The action steps will be ongoing monitoring through i-Ready, explicit instruction on the areas identified in the data, and teacher assessment. The students get daily phonics instruction through Open Court and phonemic awareness. Students will be instructed in small groups in reading, with a focus on their areas of weakness, vocabulary, and comprehension. The Hampton County Decision materials will be used for instruction.

	The Reading Coach will support the teacher in lesson planning and instruction for implementing HQMI. Teachers will meet for PLC. Teachers will monitor the MTSS process.
Current Goal #2: By the end of the 2026-2027 school year, the percentage of students from K-6, will increase from 51% in Tier 1 for Phonics on iReady to 60%.	The action steps will be ongoing monitoring through i-Ready, explicit instruction on the areas identified in the data, and teacher assessment. The students get daily phonics instruction through Open Court and phonemic awareness. Students will be instructed in small groups in reading, with a focus on their areas of weakness, vocabulary, and comprehension. The Hampton County Decision materials will be used for instruction. The Reading Coach will support the teacher in lesson planning and instruction for implementing HQMI. Teachers will meet for PLC. Teachers will monitor the MTSS process.
Current Goal #3: By the end of the 26-27 school year, the percentage of students from K-6 scoring in Tier 1- Vocabulary- will increase from 30% to 35%, a 5% increase.	The action steps will be ongoing monitoring through i-Ready, explicit instruction on the areas identified in the data, and teacher assessment. The students get daily phonics instruction through Open Court and phonemic awareness. Students will be instructed in small groups in reading, with a focus on their areas of weakness, vocabulary, and comprehension. The Hampton County Decision materials will be used for instruction. The Reading Coach will support the teacher in lesson planning and instruction for implementing HQMI. Teachers will meet for PLC. Teachers will monitor the MTSS process.