

Submission Time:

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2026-27 Primary and Elementary Reading Plan

District Name	Beaufort
School Name	Hilton Head Island Elementary School for the Creative Arts
Principal Name	Staci Souhan
Principal Email	staci.souhan@beaufort.k12.sc.us
Optional: Reading Coach Email	cora.lugo@beaufort.k12.sc.us
Optional: Submitter Email	melissa.murray@beaufort.k12.sc.us

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.

Hilton Head Island Elementary School for the Creative Arts and Daufuskie Island Elementary School are working to implement a structured approach to literacy, which features instruction that is research-based, explicit and systematic. This means that teaching pedagogy in the schools reflect the five pillars identified by the National Reading Panel (phonological awareness, phonics, fluency, vocabulary and comprehension), as well as oral language. The South Carolina College and Career Ready English-Language Arts (ELA) Standards provide a clear, systematic roadmap to teaching phonology, sound-symbol association, syllable instruction, morphology, syntax, and semantics. Support documents, such as the vertical articulation, allow teachers to be prescriptive in addressing prerequisite skills with students who are multilingual learners or who have not demonstrated grade level proficiency, as well as providing challenges to students who have mastered the grade level standards. In addition, our instruction is informed through our participation in the Language Essentials for Teachers of Reading and Spelling (LETRS), a two-year course in which teachers are provided access to the research surrounding and strategies for effective reading instruction.

In the classroom, high quality instruction is supported through use of Houghton Mifflin Harcourt (HMH) Into Reading. HMH follows a research-based scope and sequence for literacy and is approved by the South Carolina Department of Education as high quality instructional material (HQIM). Daily instruction typically involves both learning new content and practice with phonological awareness, phonics, vocabulary, and comprehension and is aligned to the SC College and Career Ready ELA Standards. Heggerty Phonemic Awareness has also been added as a supplementary instructional tool in classrooms based upon the review of our reading assessment data.

Assessment is part of a cycle of ascertaining student skill levels, need for support or challenge, and response to instruction. Because assessment data informs instructional decisions, students are administered a variety of district, state, and school level assessments to support teaching of phonological awareness, phonics, fluency, vocabulary, and comprehension.

The i-Ready assessment is a state-approved adaptive assessment, which serves as a foundational skills screener, covering phonological awareness, and phonics, as well as vocabulary and comprehension.

Teachers administer a variety of classroom-based assessments, such as spelling inventories, LETRS Reading Assessment, and the Phonological Awareness Screening Test (PAST), to determine students' ability to identify and use sound-symbol associations, name letters and sounds, produce rhymes, decode, and encode. This year, first grade teachers are also using the Foundational Skills Screener which directly aligns to the SC ELA Standards.

HMH Selection Quizzes and Weekly Assessments formatively gauge students' response to instruction in phonological awareness, phonics, vocabulary, and comprehension. Bi-module benchmark assessments on Progress Learning are similar in that they assess student knowledge after receiving classroom instruction, but function as summative assessments.

The SC Ready ELA test also functions as a summative assessment as it determines if students have achieved grade-level reading competencies in grades three through five. On this assessment, students must combine all skills noted in the five pillars in order to read, comprehend, and analyze grade level text.

In addition, specialized assessments, such as the ACCESS for ELLs assessment provided to multilingual learners and assessments used in determining student qualification for speech and language impairment or language delay services, determine strengths and challenges for students in oral language.

Students who demonstrate difficulty with grade level content are monitored through the Multi-Tiered Systems of Support (MTSS) process. These students receive additional targeted instruction in areas of deficit (primarily phonological awareness, phonics, and fluency) to help them navigate grade level content. Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) is used as part of instruction administered through a pull-out model for intervention and special education. SIPPS follows a research-based scope and sequence of literacy instruction. These students are also administered curriculum-based measures to determine fluency in reading as well as the effectiveness of the intervention.

Section B: Foundational Literacy Skills

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.

All curricular resources at Hilton Head Island Elementary School for the Creative Arts and Daufuskie Island Elementary are aligned with the science of reading. The i-Ready Diagnostic Assessment is our state-approved phonics, phonological awareness and foundational skills screener. Using this data as well as HMH , teachers integrate the science of reading and foundational skills into daily instruction for both whole-group instruction and small-group instruction. Additional practice opportunities to strengthen word recognition and foundational skills are provided through center activities and independent work.

Students also receive additional opportunities for practice through use of the i-Ready pathway. The school implements a phonics initiative twice yearly following the fall and winter i-Ready assessments. With this initiative, targeted students are given only phonemic awareness, phonics, and high frequency word assignments on their i-Ready pathway for six weeks in order to strengthen those domains.

The MTSS decision-making and data-collection processes have been updated to reflect the Simple View of Reading, Scarborough's Reading Rope, and Ehri's Phases of Word Reading Development. Teachers use the ELA (English Language Arts) Decision-Making Tree and all available data sources to determine word recognition or language comprehension needs. Once the determination is made, growth plans can be created based on student strengths and challenges. For those students in need of word recognition instruction, teachers have access to additional instructional resources through HMH (Houghton Mifflin Harcourt), LETRS, and other sources.

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.

All students at Hilton Head Island Elementary School for the Creative Arts and Daufuskie Island Elementary participate in the i-Ready Diagnostic

Assessment, the designated universal screener. At the completion of testing, data is analyzed to determine areas of need (foundational skills or language comprehension) across the school, by grade level, and at the student level. This allows teachers to create small groups for differentiated instruction and make adjustments in instruction that is supportive of all students' needs.

Across the school, data is analyzed to create i-Ready Learning Pathway groups to support phonics instruction. A list of students who did not demonstrate grade-level reading proficiency in phonological awareness and phonics is created. The i-Ready reading pathway is adjusted so that those students only encounter those two domains and the high frequency words domain for six weeks and provide students the opportunity for skill practice. At the conclusion of each intervention cycle, student progress is evaluated by an MTSS team composed of school shareholders and parents to determine if students will require additional intervention in these domains.

Across grade levels, student data is analyzed to determine intervention needs in word recognition or language comprehension. Students are grouped into What I Need (WIN) groupings. Students in a particular range are grouped with a teacher who will address that particular need for a specified amount of time and are monitored to assess progress.

Additionally, data, consisting of spring diagnostic i-Ready results, growth measures and scores on the accompanying fall diagnostics, is triangulated to see which students are not demonstrating grade level proficiency and growth. A priority list is created so that students can be monitored and placed in Multi-Tiered Systems of Support (MTSS) if needed. Plans are also created to move these students' skills forward.

All students who are in the MTSS process at a Tier II or III are assessed using the Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS) screener as an additional word recognition assessment. Students with limited data are given additional screeners (SIPPS or LETRS) to determine strengths and challenges.

Students who are in the MTSS process at a Tier II level receive intervention in small groups with the classroom teacher or a literacy interventionist.

Students who are in Tier III based on this data receive intensive and targeted literacy support from the intervention team as well as the classroom teacher. Students who receive specialized instruction from the reading interventionist receive instruction from the SIPPS curriculum. Decisions about reteaching or moving forward with instruction for these students are solidified through

administering the SIPPS Mastery Tests. Following the research behind Scarborough's Reading Rope, as students demonstrate proficiency with foundational skills, instruction can shift to language comprehension. This is accomplished through focused small group instruction tailored to meet the needs of the learners, per information evidenced by various data points.

Students who are at-risk for retention based on the Read to Succeed law are included in this MTSS process. Grade level parent meetings and conferences allow parents to gain information about this law and collaborate with teachers to remediate reading difficulties.

Students with disabilities' Individualized Education Plans (IEPs) have goals which are written based on both universal screening data and specialized diagnostic assessments. These are reviewed and finalized during the IEP meetings which include parents and all service providers.

Additional intervention opportunities exist for students who score one year below on the i-Ready Diagnostic Assessment. These students become eligible to participate in other tutoring programs, such as the summer reading program and/or after school tutoring. In addition, support is given for targeted students in grades 1-3 through the United Way Read Indeed tutoring program. The focus of this program is foundational skills. The Red Hot Readers program, a reading and mentorship program, also provides reading intervention to students in grades 4 and 5. There is a focus on continuous improvement in which teachers plan instruction, students are taught, and students are assessed to determine whether mastery of skills have been achieved.

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.

The first point of contact for parental support in our schools is our teachers. Teachers communicate on a consistent basis through newsletters, conferences, and electronic communications. Class newsletters detail which topics have been taught and assessed during the English-Language Arts block and how parents can help students at home to support what is happening at school. These communications are available in both English and Spanish. During biannual conferences, teachers share student data, expectations for the grade level, how the teacher will address student needs and how parents can partner in these efforts. Bilingual liaisons assist with translations so that information is accessible to all families. Mid-quarter progress reports and quarterly report cards offer parents a view of student achievement and offer an additional way for teachers to share ways in which parents can assist students. In addition, reading interventionists send home packets with academic information, which include opportunities for parental involvement. Eligible parents are invited to Multi-Tiered Systems of Support (MTSS) and annual Individualized Education Plan (IEP) and Section 504 meetings where student progress is analyzed. During these meetings, information is shared about student growth, steps that will be taken by the school to address needs, and steps that parents can take to help in the process. Items to assist parents with helping students at home are available in the Parent Resource Room. In addition, the school hosts family learning nights. These nights feature academic activities that students and parents can do together and resources for learning at home. The Read to Succeed legislation offers additional opportunities for communication with parents. Letters are sent to parents detailing the law and, as the year progresses, update parents on the status of students who are at-risk of retention. Conferences are also held to review the process, school plans for helping students to improve skills, and how parents can help students at home. School leaders also facilitate monthly School Improvement Council (SIC) meetings which are open to all parents. In addition to these meetings, two parent informational sessions are held each year to review student performance data and progress, as well as the goals of the school in moving forward academically in alignment with the district and school renewal plan.

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.

Each teacher monitors student reading achievement and growth through analysis of both formative and summative assessments.

Formative

assessments offer opportunities for teachers to see evidence of student learning or needs and make immediate shifts in instruction. Summative

assessments allow teachers to take a snapshot of what students have learned in order to affect future learning. Teachers confer with students about

their assessments and growth, review goals, and set plans for achieving them.

Small groups with differentiated instruction are initially formed based on screening data. The progress of these students is monitored daily, as teachers make notes on levels of proficiency with small group lessons.

Classroom teachers and teachers of multilingual students partner to determine accommodations for their students through their Individualized

Language Acquisition Plan (ILAP). This is based on anecdotal evidence as well as the past year's data. These plans are modified as needed

throughout the year based on analysis of student data.

Student reading achievement and growth are monitored at the school level through the Professional Learning Community (PLC) process. The

utilization of a data wall provides a visible representation of student data obtained from i-Ready. Staff members can see student progress across the

year. Benchmark data is also analyzed for patterns in achievement so that teachers can reinforce standards which have not been mastered.

Additionally, students' progress on their personalized i-Ready pathway is monitored weekly by the coaches and school transformational specialist. Each student should have passed 2 lessons in reading each week. If students encounter difficulty with this goal, teachers meet with students to support them or to adjust their learning path to provide additional scaffolding.

Adjustments may also be made for students who are exceeding target goals and who require more challenge. Teachers confer with students about their i-Ready scores and goals during biannual data chats. This allows teachers and students to target specific skills.

Students who are performing above grade level in reading also receive progress monitoring. Due to the adaptive nature of i-Ready, these students receive instruction beyond grade level proficiency on Personalized Instruction pathways. In addition to the process noted above, teachers also utilize pre-testing prior to teaching units or lessons so that students may receive additional support or acceleration.

When utilized with fidelity, students with Tier II and Tier III Multi-Tiered Systems of Support (MTSS) receive additional instruction through intervention plans which are designed to address deficits in grade level proficiency. These plans are progress-monitored weekly. The progress of the end target is monitored by the MTSS team approximately every six to eight weeks. Student assessment data and observational information is reviewed to determine if additional educational supports are needed.

Yearly reviews of Individualized Education Plans and student data allow for revision of plans to optimize student learning.

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.

Hilton Head Island Elementary School for the Creative Arts and Daufuskie Island Elementary teachers in grades kindergarten through third grade have either completed or are in the process of completing the LETRS course sponsored by the South Carolina Department of Education. School administrators, Multilingual Program teachers, literacy interventionists, gifted and talented teachers, and the literacy coach have participated or are currently participating in this course. LETRS informs our understanding of the science of reading, structured literacy, and foundational literacy skills.

ELA walkthrough documents help to document the use of these research-backed strategies.

Components featured in the reading research such as Scarborough's Reading Rope and Ehri's Phases of Word Reading have been pushed into our Multi-Tiered Systems of Support (MTSS) decision tree, teacher documentation and progress monitoring for all grade levels.

As part of our emphasis on job-embedded professional development and coaching support, instructional staff and administrators participate in grade-level Professional Learning Community (PLC) meetings each week. During these meetings, the focus is on planning for the rigor of the South Carolina College and Career Ready standards, while integrating research-based strategies with the critical content featured in the district-adopted Houghton Mifflin Harcourt (HMH) Into Reading materials. As modules of HMH are completed, teachers administer the associated assessments and, working as data teams during PLC meetings, analyze them so that teachers are able to note areas which may require reteaching, additional focus, or challenge for students who are demonstrating mastery. Topics may include increasing student engagement, chunking instruction, research into using foundational reading skills or strategies for engaging multilingual learners with the expectation that these concepts will be transferred into effective classroom instructional practices. In addition, this year, professional development sessions are being implemented during staff meetings. These are specifically designed to address topics noted during the school's instructional reviews. These meetings may also address requirements associated with the administration of statewide assessments and analysis of schoolwide data to improve instruction across the school.

Instructional coaches provide coaching cycles for teachers. Coaching cycles focus on increasing student proficiency with instructional concepts. They center around collaboration and may feature modeling of effective strategies, co-teaching, or co-planning.

In addition, all staff members also have the opportunity to participate in district-sponsored training, such as Sheltered Instruction Observation Protocol (SIOP), as well as regional and

virtual training offered through the South Carolina Department of Education and South Carolina Educational Television (SCETV). Using these methods, teachers receive continuous, job-embedded professional development which is supportive of grade-level instruction and the use of high quality instructional materials. Teachers are then able to connect new learning to improved classroom practice.

Section G: District Analysis of Data

Strengths

The results of the i-Ready assessment have shown improvement of skills over time in 4th and 5th grade. There has been a shift toward comprehension needs, not foundational.

The percentage of multilingual students and special education students scoring on or above on i-Ready are similar to the percentage seen at the district level.

Ten percent of students taking the ACCESS test attained a passing score on the ACCESS tests.

While vocabulary has been identified as a need for our school, it was our strongest strand on the spring SC Ready data for 3rd and 4th grade.

The percent of students who scored Meets or Exceeds on the SC Ready assessment increased in percentage from 3rd grade through 5th grade.

There was an increase in the percentage of 4th grade students with scorable writing on the SC Ready test from spring 2025 through spring 2026.

Possibilities for Growth

The phonological awareness domain represented the highest area of need for 1st grade during the spring i-Ready testing period (current second graders).

The phonics domain represented the highest area of need for 2nd graders during the spring i-Ready testing period (current 3rd graders).

The percentages of students who were successful in the Vocabulary and Informational Text domains were low on the i-Ready and SC Ready tests.

An achievement gap was noted between African American students (particularly boys) and the all students category in the current fall i-Ready.

Writing has emerged as an area of need based on the spring SC Ready assessment.

Description Area	*Note: The questions below are included to gauge school-level LETRS implementation. Teachers for state-funded LETRS training include: K-3 Classroom Teachers, 4-5 Classroom Teachers, Reading Coaches, Reading Interventionists, K-5 Special Education Teachers, Middle Level Special Education Teachers, School Administrators, Multi-lingual Teachers, PreK CERDEP Teachers, PreK CERDEP Teaching Assistants
How many eligible teachers in your school have completed Volume 1 ONLY of LETRS?	3
How many eligible teachers in your school have completed Volumes 1 and 2 of LETRS?	17
How many eligible teachers in your school are beginning Volume 1 of LETRS this year?	13
How many eligible teachers in your school are beginning Volume 2 of LETRS this year?	3
How many CERDEP PreK teachers in your school have completed EC LETRS?	0
How many CERDEP PreK teachers in your school are beginning EC LETRS this year?	0

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

Previous Goal #1	Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 49.5% to 54.5% in the spring of 2026.
Goal #1 Progress	The percentage of students who scored Meets and Exceeds on the spring SC Ready assessment was 45.9%. This goal was not met. To address this goal through the current year, special attention will be placed on student ownership, chunking of instruction, alignment of support services, and strengthening Tier 1 instruction. In addition, a focus on foundational skills in 1st and 2nd grades will assist increasing this number over the coming years.

Previous Goal #2

By the end of the 2025-2026 school year, the percentage of students in grades 3 through 5 who score Meets or Exceeds Expectations in English/Language Arts (ELA) as measured by SC ready will increase from the projected measure of 52% on the 2024-2025 SC School Report Card to 58%.

Goal #2 Progress

The percentage of students in grades 3 through 5 who scored Meets and Exceeds Expectations in English/Language Arts as measured by the SC Ready was 51.9%. This goal was not met. In addition to the items noted above, writing had the largest percentage of students scoring in the low performance category in grades 3 and 5. In 4th grade, literary text required more emphasis. Based on multiple data points, there is evidence for additional teacher training on SIOP and Ellevation strategies to build both language and engagement.

Previous Goal #3

By Spring of the 2025-2026 school year, 57% of 2nd grade students will read at or above grade level as measured by the i-Ready Diagnostic Assessment as compared to the 52% of students projected to demonstrate grade level proficiency in Reading on the Spring 2024 assessment.

Goal #3 Progress

The percentage of 2nd grade students who scored at a level at or above grade level on the i-Ready Diagnostic Assessment was 44% (a combination of students who are at or above grade level and early on grade level). Our goal was not met. Items which affected this score were a need for more practice with foundational skills, particularly phonemic awareness (which affected both 1st and 2nd grades) and the need to provide more opportunities to practice reading skills.

Section I: Current Year SMART Goals and Action Steps Based on Analysis of Data**Description Area**

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

Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC READY from 49.6% to 58.1% in the spring of 2027.

Goal #1 Action Steps

More standardized procedures regarding the MTSS process
PLC/planning in alignment with SCDOE unit internalization procedures
Data analysis and planning for differentiation and standards mastery during PLC meetings
Data tracking for students of concern
Focus on increasing student engagement and discourse.
Purchase of additional instructional materials for small group instruction in foundational skills
Use of My Teaching Pal during PLC meetings to increase rigor with student questioning and processing of text
Student requirement to pass two iReady pathway lessons in Reading each week
Implement WIN (What I Need) groupings across the grade level (based on data)
Afterschool program for students in grades 3-5 featuring Heggerty for PA (grades 3-5), as well as additional phonics instruction
Fall and Spring i-Ready phonics initiative for students scoring below grade level in the phonics domain of the i-Ready Diagnostic Assessment
Unit planning meetings to plan for lessons and strategies in alignment with the ELA grade level standards
Focus on decoding and vocabulary (in context)
UW Tutoring for 3rd grade- emphasis on foundational skills for first 10 minutes

Current Goal #2

Students in grades 3-5 will demonstrate an average increase across the grade levels in grade level proficiency by a measure of 9% on i-Ready diagnostic assessments provided in the Winter of 2026-27 (for 3rd grade), and SC READY assessments (provided for 4th and 5th grades) as compared to scores achieved in Winter and Spring of 2026.

Goal #2 Action Steps

Afterschool program for students in grades 3-5 featuring Heggerty for PA (grades 3-5), as well as additional phonics instruction
More standardized procedures regarding the MTSS process
PLC/planning in alignment with SCDOE unit internalization procedures
Data analysis and planning for differentiation and standards mastery during PLC meetings
Data tracking for students of concern
Focus on increasing student engagement and discourse.
Purchase of additional instructional materials for small group instruction in foundational skills
Use of My Teaching Pal during PLC meetings to increase rigor with student questioning and processing of text
Student requirement to pass two iReady pathway lessons in Reading each week
Fall and Spring i-Ready phonics initiative for students scoring below grade level in the phonics domain of the i-Ready Diagnostic Assessment
Implement WIN (What I Need) groupings across the grade level (based on data)
Unit planning meetings to plan for lessons and strategies in alignment with the ELA grade level standards
Focus on decoding and vocabulary (in context)
UW Tutoring for 3rd grade- emphasis on foundational skills for first 10 minutes
Red Hot Readers reading and mentoring program for targeted 4th and 5th grade students

Current Goal #3

Second grade students will achieve a 4% increase on the whole in grade level proficiency as referenced by results of the i-Ready Winter diagnostic assessment given during the 2026-27 school year, moving their overall proficiency score of 46% in Spring of 2025 to 50%.

Goal #3 Action Steps

Use of Heggerty Phonemic Awareness to address deficits in Phonemic Awareness identified through the i-Ready Diagnostic Assessment (grades 1-2)

Purchase of additional instructional materials for small group foundational instruction at 1st and 2nd grade

United Way Tutoring for targeted students in the primary grades

Implement WIN (What I Need) groupings across the grade level (based on data)

More standardized procedures regarding the MTSS process

PLC/planning in alignment with SCDOE unit internalization procedures

Data analysis and planning for differentiation and standards mastery during PLC meetings

Data tracking for students of concern

Focus on increasing student engagement and discourse.

Purchase of additional instructional materials for small group instruction in foundational skills

Use of My Teaching Pal during PLC meetings and HMH Book Stix during instruction to increase rigor with student questioning and processing of text

Student requirement to pass two i-Ready pathway lessons in Reading each week

Fall and Spring i-Ready phonics initiative for students scoring below grade level in the phonics domain of the i-Ready Diagnostic Assessment

Implement WIN (What I Need) groupings across the grade level (based on data)

Unit planning meetings to plan for lessons and strategies in alignment with the ELA grade level standards

Focus on decoding and vocabulary (in context)

File Upload (optional)
