

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? **5**
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? **6**
- How many teachers in your school are beginning Volume 1 of LETRS this year? **6**
- How many teachers in your school are beginning Volume 2 of LETRS this year? **4**
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? **0**
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year? **2**

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 Hyatt Park we use a variety of instructional resources, assessment measures, and research-based practices to support reading development for students in PreK–5th grade. Reading instruction is designed to develop the foundational and language-based skills necessary for students to comprehend increasingly complex texts and meet grade-level English Language Arts standards.

Across grade levels, instruction addresses **oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension** through a combination of whole-group instruction, small-group instruction, independent practice, intervention, and differentiated support. Teachers use resources such as the school's literacy framework, Wonders, Lexia, Reading A-Z, Fountas & Pinnell resources, Orton-Gillingham strategies, i-Ready, and other district-approved materials to support literacy instruction. Teachers have also participated in LETRS professional learning, which supports the implementation of research-based practices aligned with the Science of Reading.

Oral language and vocabulary are developed through classroom discussion, read-aloud, explicit vocabulary instruction, questioning, student responses, and opportunities for students to communicate their thinking. **Phonological awareness and phonics** are supported through explicit foundational skills instruction, and structured literacy practices are done in kindergarten-2nd grade. **Fluency** is developed through opportunities for students to read connected text, practice accuracy and automaticity, and receive teacher feedback. **Comprehension** is supported through read-aloud, close reading, questioning, discussion, vocabulary development, written responses, and opportunities for students to identify, explain, and apply their understanding of texts. Students also participate in Read with the Gamecocks, as well as completing class reading logs to build vocabulary and develop oral language.

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Teachers use multiple sources of assessment data to identify student strengths and instructional needs. These include District Common Formative Assessments (DCFAs), i-Ready Inform, Lexia, teacher-created assessments through Mastery Connect, Kids A-Z, classroom work, and other formative assessments. Assessment data are used to create instructional groups, provide reteaching and scaffolding, identify students who need additional intervention, and monitor student progress toward grade-level expectations.

While these instructional practices and assessment resources are in place, an area for continued growth is ensuring **consistent implementation of the literacy framework and the full progression of reading instruction across all PreK–5 classrooms**. Additional modeling and coaching can support teachers in strengthening the connection between assessment data and explicit instruction in the six components of reading, particularly small-group instruction, intervention, and targeted support based on students need.

Moving forward, the use of the district's Structured Literacy Framework will provide an opportunity to strengthen consistency in literacy instruction and assessment across grade levels. Through modeling, coaching, collaborative planning, and reflection, teachers can continue to refine instructional practices that support students in developing the foundational reading skills, language skills, and comprehension necessary to successfully access grade-level texts and meet South Carolina 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.

At Hyatt Park, word recognition assessment and instruction in PreK–5th grade is intentionally aligned with the **science of reading, structured literacy**, and the development of **foundational literacy skills**. Our priority is providing **explicit, systematic instruction** in phonemic awareness, phonics, and decoding to ensure students build automaticity and fluency in reading.

We incorporate the **Orton-Gillingham approach**, a multi-sensory, phonics-based method proven effective for all students, particularly those with dyslexia or reading challenges. Through tactile, auditory, and visual activities, students learn to break apart words, understand language structure, and strengthen decoding skills.

To guide instruction, we use I Ready Inform, a data-driven assessment tool that measures progress in phonics, phonemic awareness, and decoding. This information allows us to provide targeted interventions and adjust instructions to meet individual needs.

By starting with strong **foundational literacy skills** in the early grades, we set students up for success in blending sounds, recognizing high-frequency words, and decoding multi-syllabic words. Our approach equips students with the tools they need to become **confident, capable readers** who can meet and exceed grade-level expectations in literacy.

By utilizing insights from I-Ready, as well as continuous progress monitoring using Literacy Tasks, we implement focused interventions tailored to each student's unique needs. This systematic approach fosters individual growth and progress tracking throughout the year, empowering all students to become confident readers.

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Section C: Document how the school uses universal screener data and diagnostic assessment data to determine targeted pathways of intervention (word recognition or language comprehension) for students in PreK-5th grade who have failed to demonstrate grade-level reading proficiency.

At Hyatt Park we use universal screening; diagnostic assessments include Literacy Task, Wonders assessments, DIAL-4 (for Pre-K students) and Morphology assessments. Data from these tools are used to monitor student progress, identify instructional needs, classroom performance, and student work to identify students' specific word recognition and foundational literacy needs. Our Universal screener I Ready Inform helps identify students who are performing below grade-level benchmarks, while diagnostic assessments provide more specific information about the skills that may require additional instruction. Teachers consider multiple sources of data when determining appropriate instructional support.

Word recognition instruction across PreK–5 is supported through practices aligned with the **Science of Reading, Structured Literacy, and foundational literacy skills**. Instruction addresses the developmental progression of skills, including phonological awareness, phonemic awareness, letter-sound relationships, phonics, decoding, encoding, high-frequency word recognition, and fluency. Teachers provide explicit instruction, modeling, guided practice, and opportunities for students to apply newly learned skills in words and connected text. Research-based resources and professional learning, including LETRS and district-approved literacy programs, support teachers in implementing foundational literacy instruction.

Tier 2 and Tier 3 Reading Intervention

Students are considered for Tier 2 and Tier 3 reading intervention through the school's MTSS process. The MTSS team reviews universal screening data, diagnostic assessment results, classroom performance, intervention history, and progress-monitoring data. Students identified as needing additional support receive Tier 2 targeted small-group intervention or Tier 3 more intensive and individualized intervention based on the severity and persistence of their needs.

Intervention decisions are based on **specific skill needs rather than simply identifying a student as a struggling or "low" reader**. Teams identify measurable skills such as phonemic awareness, phonics/decoding, word recognition, fluency, vocabulary, or comprehension. Diagnostic assessment results, classroom performance, and student work are used to identify the skill deficit and establish an appropriate intervention goal.

Intervention Scheduling, Documentation and Adjustment

Students are grouped according to identified skills from I Ready Inform needs and receive intervention during a consistent intervention period. Intervention documentation includes the targeted skill, instructional intervention, frequency, duration, attendance, and progress-monitoring information. Student progress is reviewed weekly and biweekly to determine whether the intervention is effective.

Intervention groups and instructional approaches are adjusted based on student data. When a student demonstrates mastery of a targeted skill, the teacher and the interventionist at times collaborate to change the instructional focus. When a student demonstrates insufficient progress, the team reviews the intervention and student data to determine whether changes in instructional strategy, group size, frequency, duration, or intensity are

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needed. When students demonstrate limited response to intervention, the MTSS team reviews the available data and examines the implementation of the intervention. The team considers intervention fidelity, attendance, progress-monitoring results, and whether the identified skill accurately reflects the student's instructional needs. Based on this review, the team may modify or intensify the intervention and continue to monitor the student's response. Students who demonstrate proficiency or advanced skills in reading are provided opportunities for continued growth through appropriately challenging texts, higher-level questioning and discussion, vocabulary development, independent reading, inquiry, and application of literacy skills. Teachers use assessment and classroom evidence to provide flexible grouping and differentiated learning opportunities that support students in progressing beyond their current level of performance.

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.

Hyatt Park uses multiple systems to help families understand how they can support students as readers and writers at home. Parent-teacher conferences, open house, Literacy Night, family engagement events, newsletters, TalkingPoints, emails, phone calls, and our school website. These systems provide families with information about student progress, strengths, needs, and ways to support literacy at home. Reading logs with incentives, take-home resources, and hands-on family activities provide additional opportunities for families to engage in reading and writing with their children. MTSS and intervention information is communicated using family-friendly language through newsletters, TalkingPoints, emails, morning announcements, and school-based resources. The school continues to strengthen family partnerships by providing accessible communication and meaningful opportunities for parents and families to participate in their children's literacy development.

Literacy Night

We host engaging Literacy Nights designed to equip parents with practical strategies they can use every day. These events feature hands-on activities, modeling effective read-aloud practices, and tips for creating literacy-rich home environments. Parents also learn how to ask meaningful questions while reading, strengthen vocabulary development, and encourage writing through journaling and storytelling.

Ongoing Communication and Progress Updates

Teachers maintain consistent communication with parents through newsletters, emails, and parent-teacher conferences. Families receive personalized strategies to extend classroom learning at home, along with progress reports that highlight student strengths and areas for growth in reading and writing. These updates ensure parents feel informed, supported, and ready to provide targeted help.

Parent Engagement Specialist

Our Parent Engagement Specialist serves as a vital bridge between families and the school. This specialist connects parents with resources, organizes literacy-focused events, and provides one-on-one guidance to help families best support their child's literacy journey.

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Through these efforts, we empower parents to play an active role in their child's learning. Together, we are creating a strong, supportive foundation that helps every student thrive as a confident reader and writer.

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.

Hyatt Park monitors reading achievement and growth through ongoing classroom assessment, weekly PLC data reviews, and the MTSS process. Teachers use multiple measures, including i-Ready, Wonders, teacher-created assessments, myIGDIs, DIAL-4, morphology assessments, Kick Start to Literacy, and Creative Curriculum, to identify student needs and monitor progress. Students who are in intervention are reviewed regularly, with MTSS teams examining data over 4–6 weeks to determine whether interventions should be continued, intensified or modified based on students response and progress toward grade-level benchmarks. Progress and intervention decisions are documented through MTSS data binders, progress-monitoring records, and Individual Reading Plans (IRPs), when applicable, and communicated with families through TalkingPoints and district notifications. While our school demonstrates strength in collecting and using data to guide instruction, continued work is needed to establish consistent schoolwide practices and language for interpreting progress-monitoring data and ensuring consistency across PreK–5 classrooms.

Section F: Describe how the school provides teacher training based in the science of reading, structured literacy, and foundational literacy skills to support all students in PreK-5th grade.

At Hyatt Park, we are deeply committed to preparing teachers with the knowledge and tools rooted in the **science of reading, structured literacy, and foundational literacy skills**. We believe that when educators are equipped with research-based strategies, they can provide the high-quality instruction every PreK–5th grade student deserves to build a strong foundation in reading and writing.

Professional Development at the District and School Level

Teachers participate in a blend of district-led and school-based professional development sessions throughout the year. These opportunities focus on best practices in literacy instruction and are aligned to current standards. Training topics include phonemic awareness, phonics instruction, and effective approaches to building fluency and comprehension. Partnering with district specialists ensures that the content is both rigorous and relevant to the needs of our students.

Professional Learning Opportunities (PLOs)

Our Professional Learning Opportunities are designed to give teachers practical, hands-on experiences with structured literacy strategies. Educators practice and refine techniques they can apply immediately in their classrooms. These sessions encourage collaboration, resource sharing, and the development of a strong community of practice centered on literacy instruction.

Emphasis on the Science of Reading

Our training emphasizes systematic, explicit literacy instruction while equipping teachers to recognize and respond to reading difficulties. By

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deepening their understanding of the cognitive processes involved in reading, teachers are able to deliver precise, targeted interventions that meet the unique needs of every learner.

Ongoing Coaching and Support

Training does not stop after a single session. Teachers participate in PD Playground where they share their expertise with teachers during Faculty Meeting. Teachers have the opportunity to participate in seeing a lesson/skill modeled. We provide year-round follow-up through coaching, mentoring, and peer collaboration. Instructional leaders' model best practices, while teachers engage in collaborative planning and peer observations to continue growing their instructional skill set.

Through this comprehensive, layered approach to professional learning, we ensure that teachers are confident, prepared, and supported in delivering research-based reading instruction. By investing in our educators, we empower them to create classrooms where students not only master foundational literacy skills but also develop a lifelong love of reading and writing.

Section G: Analysis of Data

Strengths	Possibilities for Growth
• There are protocols in place to consistently analyze data on universal screeners and on common formative assessments • Teachers use South Carolina College and Career Ready Standards and District approved resources when planning instruction. • PLOs are beneficial. These opportunities help build teachers' proficiency which helps teachers with their classroom planning and instruction • Our classrooms are print-rich, and all teachers have access to appropriate materials • There are 29 students currently enrolled in Comprehensive Remediation Programming (additional academic support) 3 days a week after school.	• Increase Proficiency in Reading and Writing: Strengthen student performance in ELA by targeting growth in both reading and writing proficiency across all grade levels. • Promote Engagement and Critical Thinking: Deepen student engagement by embedding higher-order thinking questions into classroom discussions, collaborative tasks, and literacy activities. • Integrate Writing to Support Comprehension: Expand opportunities for students to write about their reading—through reflections, responses, and analysis—to enhance comprehension, critical thinking, and the ability to communicate insights effectively.

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

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- Please provide your school's goals from last school year and the progress your school has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s). As a reminder, all schools serving third grade were required to use Goal #1 (below).

Goals	Progress
<u>Current Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2025 as determined by SC READY from 33.4% to 36.74 % in the spring of 2026.	This goal was met by students in third grade they moved from 33.3% to 56.0% on SC Ready.
<u>Previous Goal #2:</u> By the end of the 2025-2026 school year, we aim to increase the percentage of students who scored at or above typical growth in reading from 50.9% in the Fall of 2024 to 15% increase 58.53% in the Spring of 2025.	We did not meet the goal. Our typical growth remained steady. Our score reflected 51% in Spring of 2025 with 155 students. While in Fall of 2024 we had 228 students. Despite not meeting the goal our student population decreased significantly by 73 students.
<u>Previous Goal #3:</u> By the end of the 2025–2026 school year, 100% of Pre-K–5th grade teachers will participate in monthly Professional Learning Opportunities (PLOs) focused on improving writing instruction through the use of the Writing Rope framework, modes of writing (narrative, informational, opinion), and Visible Learning strategies—including clear learning intentions, success criteria, and effective feedback—resulting in at least a 10% increase in student writing proficiency as measured by school-wide writing assessments.	By the end of the 2025–2026 school year, the goal was met. 100% of Pre-K–5th grade teachers participated in monthly Professional Learning Opportunities (PLOs) focused on strengthening writing instruction

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

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- All schools serving students in third grade MUST respond to the third grade reading proficiency goal. ***Note the change in language for the 3rd grade goal to align with the 2030 vision of 75% of students at or above grade level.*** Schools that do not serve third grade students may choose a different goal. Goals should be academically measurable. **All goals should align with academic growth or achievement.** Schools must provide a minimum of two goals.
- Schools are strongly encouraged to incorporate goals from the school renewal plan. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS progress monitoring, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

By the end of the 2026–2027 school year, the percentage of 3rd-grade students performing at or above grade level, as measured by the i-Ready Reading Diagnostic, will increase from a baseline of 20% (6 of 30 students) to at least 50% (15 of 30 students) by the Spring 2027 diagnostic.

Goals	Action Steps
<u>Current Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in the spring of 2026 as determined by SC Ready from 56% to 58% in the spring of 2027.	• Use the i-Ready Instructional Grouping report to target domain deficits • Targeted small group teacher instruction • I Ready personalized instruction weekly • Student data chats and incentives • Students will be participating in RISE
<u>Current Goal #2:</u> By May 2027, at least 70% of all 1 st -5 th grade students receiving Tier 2 or Tier 3 intervention for foundational reading skills will meet or exceeds their Individualized I Ready Inform Typical Growth target, as measured by progress-monitoring assessments and benchmark data.	• Use I Ready Inform report to identify specific foundational skill needs for students requiring intervention. • Group students by identified skill deficit and provide targeted Tier 2 or Tier 3 instruction during a consistent intervention period.

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	• Use explicit, systematic, research-based instruction to address foundational skills such as phonemic awareness, phonics, decoding, word recognition, and fluency. • Progress monitor intervention for students regularly and document student response to intervention. • Use MTSS data reviews to adjust interventions by continuing, intensifying, and modifying support based on student growth.
<u>Current Goal #3:</u> By the end of the 2026–2027 school year, 100% of Pre-K–5th grade teachers will engage in monthly Professional Learning Opportunities (PLOs) focused on implementing explicit instruction and Visible Learning practices, including clear learning intentions, success criteria, intentional modeling, guided practice, formative assessment, and effective feedback. As a result, students will demonstrate at least a 10% increase in proficiency on school-wide assessments	Action Steps Pre-K-5: • Provide monthly Professional Learning Opportunities (PLOs) • Develop and share instructional resources • Implement classroom walkthroughs • Facilitate instructional coaching cycles • Establish Professional Learning Communities (PLCs) • Model effective instructional practices • Monitor student learning through formative assessment • Provide ongoing feedback • Analyze student achievement data quarterly