SOUTH CAROLINA
DEPARTMENT OF EDUCATION

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2026-2027 District Reading Plan

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Section A: Five Pillars of Reading Instruction

Describe how reading assessment and instruction for all students in the district 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.

Beaufort County School District adopted HMH Into Reading for elementary (K-5) and SAVVAS Prospective for secondary (6-12). PK uses Teaching Strategies Gold. These resources have systematic instruction in oral language, phonological awareness (HMH), phonics, fluency, vocabulary, and comprehension. Each summative assessment has been analyzed for alignment to the state standards and assessment boundaries which allows our educators to reflect on the teaching and learning of each module to make instructional decisions. Based on this work, we have developed a comprehensive standards tracker that details when each indicator is taught and assessed at each grade level. In addition, we have unit curriculum maps and cover pages that specifically align instruction for each unit to SC CCR Standards. Common Unit Summative assessments were also created and will be utilized 3-12.

Beaufort County School District (BCSD) curriculum mapping provides guidance on alignment and focuses our instruction to standards to support consistency in expectations for all students across the district. Our Curriculum Maps are also aligned to the testing calendar and utilizes the cadence of testing, analysis, and instruction of the Continuous Improvement Model. Our Common unit summative assessments are designed to assess learning based on indicators taught in each unit and for schools to plan for instruction.

Phonological awareness and phonics are part of HMH curriculum, and we will utilize their strategic scope and sequence as written. Our K-3 educators are all trained or in the process of being LETRS trained. This training supports the quality phonics. and phonemic awareness instruction within HMH by providing the educators with the skills, and knowledge needed in the science of reading. We realize that some students will need additional support and instruction beyond the core curriculum, so we will utilize additional progress monitoring tools to determine needed intervention on the foundational reading skills. District wide, we utilize Systematic Instruction of Phonics, Phonemic Awareness, and Sight Words for our students needing additional intensive support in Phonics.

Vocabulary is taught in both HMH and SAVVAS explicitly and this work is also highlighted in our curriculum maps in order to meet grade level expectations of vocabulary instruction.

The instructional resources also have writing opportunities that support the different modes of writing. Documents have been developed to help teachers select the writing opportunities within their state adopted resource that is best aligned to grade level

indicators and expectations as well as writing rubrics for each grade level and mode of writing. This allows for consistency across our district.

Both HMH and SAVVAS have robust options and variety of text that are written on grade level and across all genres. Support documents were created after the 2024-2025 school year to help guide teachers to texts with text features named within our standards to ensure students have access to the variety of text required by the SCDOE standards.

I Ready is used k-8 as the benchmark to ensure progress toward mastery. These benchmarks will be triangulated with classroom formatives and the summative assessments mentioned above, so we are strategically meeting the needs of our students while planning instruction that supports all students to achieve grade level expectations.

In addition, focused assessments aligned to the Communications indicators have been created or highlighted based on the SCDOE Grammar Matrix.

Our educators have also been provided with district-created support documents that show sample questions for each indicator with explanation of answers and alignment notes to the SCDOE test blueprint and assessment specifications.

Section B: Foundational Literacy Skills, Continued

Document how reading instruction and assessment for all students in the district are further aligned to the science of reading, structured literacy and foundational literacy skills.	Our work is focused on building a strong foundation in the K-3 classrooms to prepare students for critical thinking within the vocabulary, writing, and reading standards in grades 3-12. Phonological awareness and phonics are part of the state approved HMH curriculum. We will utilize the strategic scope and sequence as written. In addition, BCSD uses Systematic Instruction in Phonics, Phonemic Awareness, and Sight Words (SIPPS) to support students with gaps in foundational literacy skills. Vocabulary instruction aligned to the SC ELA Standards is in both HMH and SAVVAS. The instructional tools listed above are all researched based and follow the science of reading practices and we align the instruction to strategic progress monitoring and screening toward growth to ensure our teaching and learning is the best match for our learners. The needs of the students are discussed and planned for during grade level Professional Learning Communities, MTSS meetings, data meetings, etc. The utilization of systematic support in phonics, phonemic awareness, and sight words in our middle schools based on the data trends and needs of our diverse learners. Our schools have ensured the instruction is provided as designed by creating a master schedule that allows for this instruction.

Section C: Intervention

Document how the district uses universal and interim assessment data, in conjunction with diagnostic assessment data, to assist schools in determining pathways of intervention for students who have failed to demonstrate grade-level reading proficiency.	For the 2025-2026 school year, all students take the I Ready screener/diagnostic. For elementary, if it is determined there is a gap in foundational skills, we have a team of trained interventionists who will administer the SIPPS placement screener. This will lead to the small group intervention needed to accelerate the learning needed to fill those foundational gaps. The instructional tool that is utilized is systematic and explicit with additional mastery checks that determine if they are ready to go onto the next lesson or if they need the reteach lesson. In secondary, if it is determined the student needs strategic support for fluency or comprehension, they will be given the Reading Plus Insight assessment. This program is useful to progress monitor, WRF, ORF, Vocabulary and Comprehension. Our process follows the guidance of the SCDOE decision tree.

Section D: Supporting Literacy at Home

Describe the system in place to help all parents throughout the district understand how they can support the student as a reader at home.	All schools offer literacy engagement opportunities for community and families where we invite families and our community stakeholders to our facilities and engage them in literacy best practices to take back to their homes. In addition, parents have access to all grade level instructional scope and sequence on the Beaufort County School District webpage. Strategic communication and specific guidance are sent home during report card times and as needed for students. At the school level, newsletters and social media is utilized to share instructional celebrations and foci with families. We also use MTSS and other classroom-based activities to communicate with our families.

Section E: Progress Monitoring

Document how the district provides for progress monitoring of reading achievement and growth at the district level with decisions about intervention based on all available data to ensure grade-level proficiency in reading.	In elementary, all students take the iReady screener/diagnostic. If it is determined there is a gap in foundational skills, we have a team of trained interventionists who will administer the SIPPS placement screener. This will lead to the small group intervention needed to accelerate the learning needed to fill those foundational gaps. In secondary 6-8, all students take I Ready Inform. If it is determined the student needs strategic support for fluency or comprehension, they will be given the Reading Plus Insight assessment. This program is useful to progress monitor, WRF, ORF, Vocabulary and Comprehension. Strategic progress monitoring of this instruction and student progress following the SCDOE decision tree is utilized. This will ensure analysis of the instructional tool, teaching, and learning.

Section F: Teacher Training

Explain how the district will provide teacher training based in the science of reading, structured literacy, and foundational literacy skills to support reading achievement for all students.	Our elementary schools are in the process of LETRS training. This professional development was considered when we aligned our curriculum, instruction, and standards. The SCDOE 2024 ELA standards are based on the science of reading and we have ongoing support and professional development in the alignment of the SC ELA Standards, and the state adopted textbook. The PD strategically focuses on the shifts in standards from 2015 to 2024, this is aligned to science of reading research. In addition, we have 36 interventionists that are certified in teaching Systematic Instruction in Phonics phonemic awareness and Sight Words. This training was also founded in the science of reading research. This alignment in research and professional learning will support a deep understanding of our standards.

Section G: District Analysis of Data

Strengths	• The percent of students scoring meets and exceeds has increased. • Instructional resources/tools and assessments are aligned to indicators and all work is focused on grade level expectations • Interventions are systematic across the district and based on the science of reading • Literacy coaches to support instruction at our schools • District wide collaboration with literacy coaches in the continuous improvement model.
Possibilities for Growth	• Instructional focuses on chunking direct instruction and engagement. • Continued to work on the alignment to grade level expectations and vertical articulation. • Writing indicators and strands alignment to teaching and assessing with writing artifacts and cognitive complex multiple-choice questions. • Continued focus on standards, instruction, and assessments for common expectations across all schools and in service of all students.
Description Area	*Note: The two questions below are required by Act 114 (passed in 2024).

NEW: Please provide the total number of FIRST graders from the 2025-26 school year who were projected to score Does Not Meet OR Approaching Expectations on SCReady by third grade.	143
NEW: Please provide the total number of SECOND graders from the 2025-26 school year who were projected to score Does Not Meet OR Approaching Expectations on SCReady by third grade.	206

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 60 % to 65 % in the spring of 2026.
Goal #1 Progress	The percent of 3rd graders scoring Meets or Exceeds on SC Ready increased from 60% to 62%.
Previous Goal #2	Increase the percentage of all students, in all grades scoring Meets and Exceeds in the spring of 2025 as determined by SC READY by 5% at each grade level by spring of 2026.
Goal #2 Progress	3rd grade increased by 2% 4th grade increased by .4% 5th grade increased by .2%

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

Description Area	For all districts 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 2025 as determined by SC READY from 62 % to 66 % in the spring of 2026.

Goal #1 Action Steps	•All K-3 educators are in or have finished LETRS training. •Curriculum maps are designed to focus on foundational skills K-2, to ensure students are ready for the comprehension and writing ability needed in 3rd grade. •Progress monitoring and international learning plans for students k-3 (and beyond)
Current Goal #2	Increase the percentage of all students, in all grades scoring Meets and Exceeds in the spring of 2025 as determined by SC READY by at least 4% at each grade level by spring of 2026.
Goal #2 Action Steps	•Fous on unit, lesson, and indicator internalization during meetings, and professional development. •Chunking direct instruction to plan for students experiencing the cognitive complexity of their grade level indicators and text reading level. This will be modeled and practiced at instructional coach meetings to be brought back to the schools. •Support schools in implementing the 2024 indicators with high-quality instructional materials based on school data and strategic plan goals.

File Upload (optional)