South Carolina Department of Education
Read to Succeed **DISTRICT** Reading Plan
2026-2027

Directions: Please provide a narrative response for sections A-I.

Section A: 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.

Hampton County School District uses a variety of High-Quality Instructional Materials based on the science of reading to provide explicit and systematic Tier 1 instruction to all students on the five components of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. Pre-Kindergarten implements *Creative Curriculum* and *Heggerty Phonological Awareness*, beginning the school year with *Early Pre-K Phonological Awareness* during the first quarter, and transitioning to *Pre-Kindergarten Phonemic Awareness Curriculum* at the start of second quarter and continuing to the end of the school year. HCSD K-5th grade adopted *Open Court Reading* for our core instruction with an emphasis on the Green Band (Phonics) and Blue Band (Grammar & Writing). In addition, we provide *Heggerty* for phonological awareness for grades Pre-K through 2nd grade. *Open Court* Red Band (Comprehension) in grades K-2, and as a supplement, *Ready Reading & Magnetic Reading* in grades 3-5 for oral language, fluency, vocabulary, and comprehension to aid in the mastery of grade-level English/Language Arts standards.

HCSD assesses students three times a year (Fall, Winter, Spring) using *iReady Inform* Reading Diagnostic to identify at risk students who are then administered DIBELS Oral Reading Fluency Screener to determine the literacy pathway. Depending on their ORF score and the HCSD 1st, 2nd-3rd, and 4th-5th Decision Trees, students are placed on a pathway for support either focusing on Word Recognition or Language Comprehension. In addition, pre-kindergarten uses my*IGDIs* to put every child on the path to kindergarten readiness with research-based indicators for early literacy. Kindergarten uses KRA to measure a child's readiness in language and literacy. Pre-kindergarten and Kindergarten also assess students based on grade-level standards during each quarter to identify at-risk students and areas of support needed. Embedded in our Kindergarten through 5th grade curriculum materials, we utilize *Open Court* & *Ready Reading* on-grade level lesson and unit assessments to determine student mastery.

Section B: 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.

Hampton County School District uses a variety of curricula materials to instruct in the word recognition pathway to support the science of reading, structured literacy, and foundational literacy skills. In grades Prek-2nd, *Heggerty* is used to immerse students daily in Phonological Awareness. Through *Open Court* Green Band, students in grades K-1 are instructed in the areas of phonological awareness and phonics. For students in grades

2-3 the instructional focus is on phonics, and in Grades 4-5 the instructional focus is on Word Analysis. Students who have been classified in Tier 2 and Tier 3 (below the 35th percentile) based on *iReady Inform* data are given additional assessments, including *Heggerty Phonemic Assessment, UFLI Placement, Kilpatrick PAST, DIBELS, and/or LETRS Basic Spelling Inventory*, to determine if additional instruction is needed in the area of word recognition. Data collected from these assessments is then paired with instructional materials from *UFLI, Open Court Green Band Intervention Guide, West Virginia Phonics, Florida Center for Reading Research,* and *iReady* Tools for Instruction. The students receive targeted instruction from these materials to meet their needs through individual and/or small group settings.

In the word recognition pathway, the student will be assessed in the areas of phonological awareness and phonics. In the Phonological Awareness pathway, students will be given the *Heggerty Phonemic Assessment* or the *Kilpatrick PAST* assessment. In phonics, students will be given at least one phonics screener. The screeners that can be utilized are the *LETRS Basic Spelling Screener*, *LETRS Advanced Spelling Screener*, or the *LETRS Phonics and Word Reading survey.*

In the language comprehension pathway, a domain analysis is conducted from *iReady Inform* to determine the targeted intervention. Students identified as needing support in language comprehension include materials from *iReady Tools for Instruction, Florida Center for Reading Research,* and *Open Court Intervention Guide.* These assessments are used for screening and progress monitoring of literacy achievement.

Section C: 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.

Hampton County School District uses universal screener data and diagnostic assessment data from *iReady Inform* three times a year. After administration of *iReady*, students are sorted into 3 instructional tiers. In **grades K-5**, students in Tiers 2 and 3 are put through the Hampton County ELA Decision Tree process.

First grade students who fall below the 35th percentile based on *iReady Inform* are assessed with the *Heggerty Phonemic Awareness Assessment* & *UFLI Foundations Placement Test* at the beginning, middle, and end of the school year. *DIBELS Oral Reading Fluency* is administered for those first-grade students below the 35th percentile beginning in the middle of the year and again at the end of the year. Students in 1st grade scoring below the 50th percentile for oral reading fluency follow the decision tree to Word Recognition and are administered the *Heggerty Phonemic Awareness Assessment* and *LETRS Basic Spelling Screener*. Student data is collected and documented using the Literacy Pathway and entering the individualized reading plan into EdPlan MTSS.

Students in **grades 2 and 3** scoring at or below the 35th percentile on *iReady Inform***,** begin with the administration of the *DIBELS Oral Reading Fluency Assessment* on a grade-level reading passage. If the student scores below the 50th percentile oral reading fluency norm, the student will move through the word recognition pathway. If the student is above the 50th percentile norm, they will move through the language comprehension

pathway. In the word recognition pathway, the student will be assessed in the areas of phonological awareness (PA) and phonics. In the PA pathway, students in grades 2-3 will be given the *Kilpatrick PAST Assessment*. The data from the assessment is then used to inform instruction for the student. Based on the PAST data, the student will receive targeted instruction from *Heggerty*, *Heggerty Bridge the Gap*, the *Florida Center for Reading Research*, or *iReady Tools for Instruction*. In phonics, students will be given the *LETRS Basic Spelling Screener.* After the assessments are given and the data is analyzed, a goal is set for the student's instructional needs. Data collected from these assessments will then be paired with instructional materials from *UFLI*, *Open Court Green Band Intervention Guide*, *Florida Center for Reading Research*, or *iReady Tools for Instruction*. The students will receive targeted instruction utilizing these materials that meet their needs in an individual and/or small group setting. Students are progress-monitored in the Word Recognition Pathway weekly, utilizing a similar set of words from the initial assessment to track progress. Students are also given ORF progress monitoring assessments. Student data is collected and documented using the Literacy Pathway and entering the individualized reading plan into EdPlan MTSS. If students meet their goal, they are then moved to the next skill in the continuum. This process is repeated after the administration of *iReady Inform* in the Fall, Winter, and Spring.

Students in **grades 4 and 5** scoring at or below the 35th percentile on *iReady Inform***,** begin with the administration of the *DIBELS Oral Reading Fluency Assessment* on a grade-level reading passage. If the student scores below the 50th percentile oral reading fluency norm, the student will move through the word recognition pathway. If the student is above the 50th percentile norm, they will move through the language comprehension pathway. In the word recognition pathway, the student will be assessed in the areas of phonological awareness (PA) and phonics. In the PA pathway, students in grades 4-5 will be given the *Kilpatrick PAST Assessment*. The data from the assessment is then used to inform instruction for the student. Based on the PAST data, the student will receive targeted instruction utilizing *Heggerty Bridge the Gap*, the *Florida Center for Reading Research*, or *iReady Tools for Instruction*. In phonics, students will be given the *LETRS Basic Spelling Screener* and/or *LETRS Advanced Spelling Screener.* After the assessments are given and the data is analyzed, a goal is set for the student's instructional needs. Data collected from these assessments will then be paired with instructional materials from *West Virginia Phonics*, *Open Court Green Band Intervention Guide*, *Florida Center for Reading Research*, or *iReady Tools for Instruction*. The students will receive targeted instruction with these materials that meet their needs in an individual and/or small group setting. Students are progress-monitored in the Word Recognition Pathway weekly, utilizing a similar set of words from the initial assessment to track progress. Students are also given ORF progress monitoring assessments. Student data is collected and documented using the Literacy Pathway and entering the individualized reading plan into EdPlan MTSS. If students meet their goal, they are then moved to the next skill in the continuum. This process is repeated after the administration of *iReady Inform* in the Fall, Winter, and Spring.

Students in **grades 1-5** scoring above the 50th percentile on the oral reading fluency norms, will follow the decision tree pathway for Language Comprehension. An *iReady* domain analysis is completed in the Vocabulary, Comprehension Literature, and Comprehension Informational domains. A series of questions provided on the literacy pathway is also utilized to determine students' instructional needs. The questions are as follows:

- Does the student have adequate vocabulary knowledge to comprehend text? (morphology, Tier 1 & Tier 2 words)

- Does the student have adequate background knowledge to comprehend text?
- Does the student understand simple to complex sentence syntax for adequate sentence comprehension?
- Does the student use strategies to self-monitor (rereading, mental imagery, asking questions) their understanding?
- Does the student have adequate understanding of text genres (structures and features)?
- Does the student use higher-level reasoning (inference, prediction, compare/contrast, summarizing, etc.) to comprehend text?
- Does the student demonstrate adequate written expression?

A goal is then set for students based on their instructional needs an individual reading plan is developed. Instructional materials from *iReady Tools for Instruction, Florida Center for Reading Research*, and *F&P Guided Reading Kits* (utilizing grade-level text) are used to meet students' needs. Students are given a progress monitoring check weekly until the goal has been met, and a new goal is determined. This process is repeated after the administration of *iReady Inform* in the Fall, Winter, and Spring.

Section D: Describe the system in place to help all parents throughout the district understand how they can support the student as a reader at home.

Hampton County School District has a system in place that helps parents support their child as a reader and writer at home. HCSD Schools send home the *iReady* Diagnostic Results Report and Literacy Profile to parents at the beginning of the year, informing them where their child is scoring nationally compared to their peers. The report outlines the areas of strength and opportunities for growth in each domain. We also send a letter home informing parents of students receiving reading intervention and why. Parents can also request a phone or in-person conference to discuss the intervention and next steps. Our schools host events like Open House, Grade-level Nights, PTO/Literacy Night, and Parent-Teacher Conferences, which allow parents to visit classrooms to see instruction and meet with teachers to gain knowledge about how to support their child at home. Weekly newsletters are sent home from the teacher and our principal, which include strategies to assist parents in supporting their students. Our schools and staff utilize Parent Square to communicate with parents regularly. Parent Square is a unified platform for school-to-home communication to send alerts, notifications, and messages to parents and families via app, email, or text. It facilitates two-way communication through private chats. In addition, our district sends out quarterly family newsletters and posts informational videos around correct letter sounds and Open Court Green Band phonics routines on the YouTube channel and social media.

Section E: 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.

Hampton County School District provides for the monitoring of reading achievement and growth at the classroom and school level, with decisions about intervention based on all available data to ensure grade-level proficiency in reading. Multiple data points are analyzed, we begin by analyzing *iReady* Screener assessment data to determine students in Tier 2 and Tier 3. Students are progress monitored in the Word Recognition Pathway

weekly, utilizing a similar set of words from the initial assessment to track progress. Students are also given a monthly ORF progress monitoring assessment. Students in the Language Comprehension pathways are monitored weekly based on the initial assessment given. If students meet their goal they are then moved to the next skill in the continuum. All progress monitoring data is put into EdPlan MTSS to monitor student progress toward goals. This process is repeated after the administration of *iReady* in the Fall, Winter and Spring.

PreK students have a CERDEP portfolio that contains work samples, assessment data, pertinent student information etc. Students in grades K-5 have an Individualized Reading Plan that contains assessments given, student learning pathway documents, goals, progress monitoring notes, and instructional next steps for students. These plans follow the students from one grade-level to the next to ensure proficiency and/or progress toward proficiency.

Tier 2 and Tier 3 students will receive additional services in their identified targeted area utilizing an intervention plan that is monitored for 6 to 8 weeks. If the target student is showing growth, then the intervention strategy is continued and monitored for progress until grade-level proficiency occurs. If the target student is not showing growth, then the school-level MTSS team conducts a meeting to determine the next steps for more intensive intervention. The students are given weekly probes to monitor progress towards grade-level proficiency over 4 to 6 weeks. If a student still does not make growth, the MTSS team will meet with parents to discuss continuing intervention or starting the referral process for evaluation.

Section F: 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.

Hampton County School District provides teacher training based in the science of reading, structured literacy, and foundational literacy skills to support all students. District-level professional development is provided to all staff throughout the school year. This includes designated professional learning days, early out days, and virtual after school support sessions.

All teachers in grades PK-5th grade, have been given the opportunity for LETRS learning. Our Reading Coaches are providing focused support through weekly PLCs & collaboration and classroom support. Teachers in grades PK-8 also have the opportunity to join our in-house Early Literacy training through Clemson University. We have a district lead teacher who meets weekly and supports the teachers in the year-long course.

Monthly, the Director and Coordinator of Curriculum & Instruction leads *Instructional Leaders* meetings held at rotating schools throughout the district to provide professional development, coaching support with vertical team walk-through observations, focused High Quality Instructional Material learning walks, data analysis, goal setting, & curriculum support to all the principals and coaches within the district. In addition, monthly *District Leadership Team* meetings are held with principals, the district superintendent, and academic directors from the district to focus on specific curriculum, instruction, & accountability topics. The Curriculum & Instruction team serves in a “Train-the-Trainer” capacity for all Instructional Leaders within the district and is an outreach support for schools. The district provided UFLI training for teachers in grades K-3. The district also

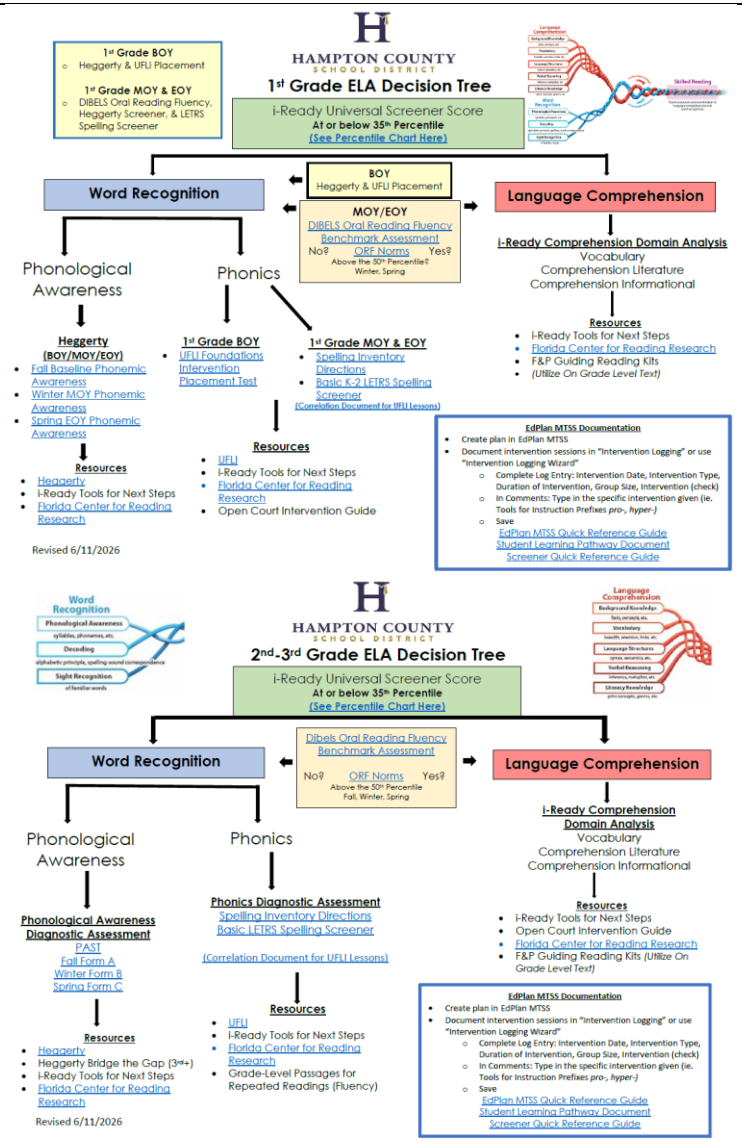
partners the with SCDE Literacy Specialist to provide monthly ongoing support to the reading coach in the areas of Explicit Instruction (SCTS 4.0 Rubric), HQIM internalization, MTSS screener administration reliability, data analysis & goal setting, instructional alignment to goals, and coaching professional development. This in turn is redelivered by the reading coach to further support the teachers in these areas.

Section G: Analysis of Data

Strengths	Possibilities for Growth

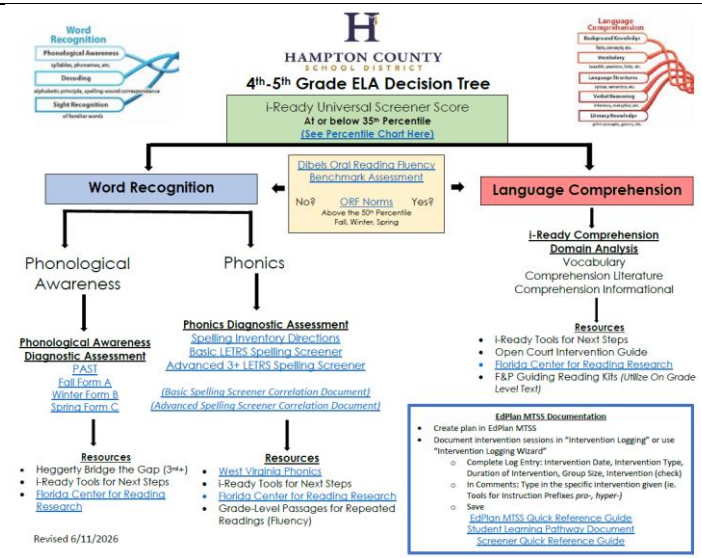
• **SC Ready Spring 2026 English Language Art Grades 3-8**
  ○ 83% of students are approaching, meets, or exceeds
• **iReady Inform BOY Data**
  ○ 3rd Grade 37% of students Early On Grade Level & Mid or Above Grade Level; 30% One Grade Level Below
  ○ 4th Grade 29% of students Early On Grade Level & Mid or Above Grade Level; 45% One Grade Level Below
• **Complete Data System** (iReady)- This assessment tool serves as our diagnostic, formative assessment; universal screener; personalized learning software for MTSS (enrichment/intervention); and provides data-driven *Tools for Instruction* small-group and 1-on-1 intervention lessons for specific target areas and identified missing skills for students. We purchased EdPlan MTSS database to track student individualized intervention plans across the district.
• **Excellent Core Instruction** (Comprehensive Curriculum)- We have adopted High-Quality Instructional Materials to assist teachers in providing evidence-based, rigorous instruction for our students based on the Science of Reading with emphasis on the 5 core components. The selection of each curriculum is specifically to address these priorities and when used with fidelity, will provide teachers with the resources and tools to effectively, & systematically teach the science of reading.
Phonological Awareness- *Heggerty*
Phonics- *Open Court (Green Band)*
	• iReady BOY Phonics Data (Grades 2-4)
	  ○ 2nd Grade Phonics Domain Does Not Meet
	  ▪ BHES: 15%
	  ▪ BES: 22%
	  ▪ EES: 18%
	  ▪ FEMS: 39%
	  ▪ VES: 50%
	  ○ 3rd Grade Phonics Domain Does Not Meet
	  ▪ BHES: 27%
	  ▪ BES: 21%
	  ▪ EES: 35%
	  ▪ FEMS: 46%
	  ▪ VES: 55%
	  ○ 4th Grade Phonics Domain Does Not Meet
	  ▪ BHES: 18%
	  ▪ BES: 14%
	  ▪ EES: 40%
	  ▪ FEMS: 0% (one class cohort-few students)
	  ▪ VES: 41%
	• Targeted Intervention at the Middle/Secondary Level- We need to continue to strengthen our MTSS support at the middle/ secondary level not only through instructional materials, but also in training and support for personnel and time built into the instructional day. We have created time and space for

Vocabulary, Comprehension, & Fluency-*Ready Reading* • **Targeted Intervention (MTSS Plan)-** In addition to supplemental software to assist with our Tier 2, Tier 3 students (iReady, Open Court Literacy Interventions, UFLI, etc.) we have built into the master schedules in grades K-5 an additional 30 min. of MTSS time to provide targeted intervention, enrichment, etc. beyond the typical instructional block. All classroom teachers serve as interventionists along with additional support personnel. Our Tier 3 students also receive specialized support by a Early Literacy trained teacher/interventionist. o We have added targeted support at the secondary level this year. "CAT 5" has been established to target students, especially our ninth-grade students. Edmentum Exact Path has been purchased to give students an online personal pathway in ELA & Math. • **Revised ELA Decision Trees Implemented SY 26-27:** 1st Grade Decision Tree, 2-3 Grade Decision Tree, & 3-5 Grade Decision Tree to allow teachers to be more intentional in the intervention. (See Image Below) Assessments include screening, diagnostic, and progress monitoring to identify students' instructional needs. (iReady, Oral Reading Fluency, PAST, LETRS Spelling Screeners, LETRS Phonics and Word-Reading Survey, Heggerty, Open Court) The School MTSS Leadership Team monitors data and students' individualized pathways.	intervention support but need to help teachers implement with fidelity & confidence at Middle-School level. • Targeted Intervention- Ongoing progress monitoring with probes and tracking data to determine if the intervention is working and if not, additional strategies to try. Developing short term personalized goals with students. Setting goals to meet "Stretch Growth" and not just "Typical Growth" with students. • Teachers provide targeted, effective in-class intervention that will provide targeted and intensified individual and small-group instruction. We have grown in this area, but still need to continue to grow. Our goal is to change the mindset that intervention happens outside the classroom. We want this mindset; instead, the intervention starts and continues in the classroom every day but in addition to the regular classroom instruction. • Using current data, phonics and phonemic awareness interventions are critical in grades Kindergarten through 4th grade. Teachers will use UFLI and Heggerty in grades K through 3rd grade, and will use West Virginia Phonics for grades 4-5. Teachers will also use Tools for Instruction in Reading in all other areas of intervention. • District Key Supports- Continue to provide support in expectations outlined in our MTSS plan- evidence-based strategies, progress monitoring, & documentation. • Excellent Core Instruction- Continuous focus on high-quality classroom instruction for Tier 1 students. Conduct Learning Walks to ensure curriculum is being implemented with fidelity, and increase the level of support for teachers in collaboration and planning through unit and lesson internalization. Provide in-depth coaching support and feedback. Continue to provide on-going support in Explicit Teaching by Anita Archer to



strengthen teaching practices and connecting it to the SCTS 4.0 Teaching Rubric & HQIM Observation Tools.

- All teachers provide targeted, effective in-class intervention
- Increase conferring with students to set individual reading and writing goals
- Teachers monitor reading & writing engagement
- Continue to improve implementation of the UFLI curriculum- An explicit and systematic phonics program in grades K-3 and Heggerty Phonological Awareness program in PK-2
- HQIM Internalization and alignment to State Standards (create new pacing guides)
- Provide additional support in vocabulary with an emphasis on vocabulary routines (LETRS)



- **District Key Supports-** We have moved to a modified school calendar which includes "Intersession Days" by invitation only for students once each semester. These days serve as additional intervention, enrichment, and/or seat recovery time for identified students. We have completed district-wide EC LETRS & LETRS training for all PK-3 grade teachers, interventionists, principals, coaches, & SPED in the science of reading, have a "Cohort 3" entering volume 2 LETRS and an opportunity for a "Cohort 4" for LETRS.
    - Utilizing a variety of text including grade-level texts and decodable texts (*Open Court Decodables were ordered for all K-3 schools)*
    - Using data to drive instruction and plans for intervention (iReady- *Tools for Instruction* small group intervention lessons/ *UFLI Foundations, West Virginia Phonics, Fountas & Pinnell LLI kits/ RISE* intervention kits)
    - Providing Coaching Cycles and feedback to staff along with weekly embedded PLC, and monthly support from Regional Literacy Specialists

○ Constructing schedules to allow for additional time for intervention and instruction outside of instructional block by classroom teacher and other support personnel (MTSS/Advisory Block) ○ On-going professional development in iReady for supplemental support for all Tiers of students ○ District wide professional development in the *Open Court* routines, *UFLI* supplemental intervention, & HQIM unit internalization ○ All teachers (K-3) working toward R2S Endorsement/in-house Early Literacy training (EL with support of Clemson University) & LETRS trained and a HCSD Local LETRS Facilitator team	

Questions for District-level Survey:

1. Please provide the total number of **first** graders from the 2025-26 school year who were projected to score Does Not Meet/Approaching on SC Ready ELA by third grade: 62 students- 38%
2. Please provide the total number of **second** graders from the 2025-26 school year who were projected to score Does Not Meet/Approaching on SC Ready ELA by third grade: 78 students- 45%

Note: This number is also submitted for the annual state report card; our recommendation is to pull your district's information for the report card for this section, so all data aligns.

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

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

Goals	Progress
Current Goal #1 (Third Grade Goal): Increase the percentage of third graders scoring Meets and Exceeds as determined by SC READY from **58** % to **61**% in the spring of **2026**.	In Spring 2026, HCSD decreased the number of 3rd grade students scoring DNM on SC Ready from 25% (2024) to 13% (2026). In Spring 2026, HCSD had 54.3% of 3rd grade students scoring Mets or Exceeds on SC Ready ELA. In Spring 2026, HCSD had 33% of 3rd grade students scoring Approaches on SC Ready ELA.
Current Goal #2: By Spring 2025, HCSD will increase the percentage of students in grades 3-8 scoring "Meets or Exceeds" in ELA on SC READY by 4% points to be on track to meet/exceed the state target goal in 2030= 75%. Hampton County School District Target Goals: **2025=57% Baseline Data** 2026=61% 2027=65% 2028=69% 2029=73% 2030=77%	In Spring 2026, 57% of HCSD students in grades 3-8 scored "Meets or Exceeds" in ELA on SC READY. HCSD did not meet the target goal of 61%. SC Ready state average in ELA for grades 3-8= 61.5% HCSD average=57%.
Current Goal #3: By **Spring 2026**, HCSD will increase the percentage of students in K-8th grade scoring "Early to Mid or Above"	In Spring 2026, 50% of students were projected Tier I on the iReady Diagnostic in ELA, 28% of students were projected Tier II, and 22% were projected Tier 3.

grade level as measured by iReady Reading Diagnostic from **54% to 58%.** 2023= 48% 2024=52% **2025=54%** *(NOTE: This data is lower than SC READY data because we test Grades 3-8 students early Spring as we prepare for SC READY)*	SC Ready state average in ELA for grades 3-8= 61.5% HCSD average=57%. HCSD did not meet this goal.

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

All districts 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***. Districts 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.**

While the third grade reading proficiency goal is required for schools serving third grade, districts/schools are strongly encouraged to establish additional goals that address literacy achievement and growth in other grade levels. Early literacy and grade-level proficiency goals across grade levels can help districts/schools build a comprehensive approach to ensuring all students become proficient readers.

Districts are strongly encouraged to incorporate goals from the district strategic 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 2026 as determined by **SC READY** from **54% to 65% in the spring of 2027.**	1. Teachers will internalize HQIM units and lessons for effective implementation in Tier I ELA instruction. 2. Teachers will use the Anita Archer Elements of Explicit Instruction to guide teaching. 3. Use data (*iReady*, ELA Decision Tree) to determine students' area of weakness (phonics, vocabulary, comprehension literary, and comprehension informational). 4. Teachers collaborate and plan how to provide in-class interventions for these students to move them from Approaches to Meets or Exceeds. They will target students' areas of weakness as identified on iReady and the ELA Decision Tree. Teachers will use *iReady Tools for Instruction*,

	UFLI, Heggerty, West Virginia Phonics, Open Court Intervention Guide, and Ready Reading to provide interventions. 5. Do a progress check with mid-year data (*iReady*, ELA Decision Tree) and determine if the interventions are working (progress) or need to be changed. 6. Teachers will track progress through the SLO and Student Learning Pathway plan and report during the mid-year conference with the Principal and Literacy Coach. 7. Teachers will teach students test-taking strategies and coping skills in the spring of 2027. 8. Teachers will use highly-aligned sample SC Ready items to practice items types (ex. iReady's Standards Mastery) during the school year and spring prior to state testing, ensuring items are aligned to the ***ELA Assessment Specifications for Teachers*** document. 9. SC Ready Spring 2027 results will determine if the goal was met.
Current Goal #2: By Spring 2027, HCSD will increase the percentage of students in grades 3-8 scoring "Meets or Exceeds" in ELA on SC READY by 5% points to be on track to meet/exceed the state target goal in 2030= 75%. Hampton County School District Target Goals: **2026=57% Baseline Data** 2027=62% 2028=67% 2029=72% 2030=77%	1. Increase the knowledge of district teachers and leaders in curriculum, accountability, and instruction through monthly leadership meetings and instructional coach meetings. 2. Collect and respond to assessment data on an ongoing basis. 3. Provide high-quality instructional materials for teachers and students to support ELA instruction. 4. Place an emphasis on Tier One instruction and implementing core curricula with fidelity. 5. Provide ongoing professional development on systematic, explicit instruction through the science of reading practices and instructional routines. 6. Incorporate HQIM unit and lesson internalization into weekly PLCs and collaboration. 7. Make data-driven instructional decisions using the revised grade-band HCSD Decision Trees while creating learning pathways for students and tracking data through EdPlan MTSS. 8. Provide targeted intervention to Tier 2 and Tier 3 students.
Current Goal #3: By **Spring 2027**, HCSD will increase the percentage of students in K-8th grade scoring "Early to Mid or Above" grade level as measured by iReady Reading Diagnostic from **50% to 58%.** 2023=48% 2024=52% 2025=54%	WORD RECOGNITION 1. LETRS training for new teachers. UFLI training for all teachers K-3rd grade. 2. Target 3-5 students to provide in-class intervention. Use Heggerty, UFLI, West Virginia Phonics & iReady Tools for Instruction to guide intervention. 3. Plan for phonics and word study instruction daily using Open Court Green Band. 4. Use progress monitoring tools: ORF, PAST, LETRS Screeners, UFLI, Heggerty. 5. Basic LETRS Screener 1st and 2nd Grade Mid-Year and 3rd Grade BOY. Advanced LETRS Screener 4th grade BOY and MOY (TIER 2 and 3). Advanced LETRS Screener for 3rd Grade MOY. Use results to look for gaps in phonics instruction and plan how to provide instruction to fill in these gaps in the classroom.

2026=50% *(NOTE: This data is lower than SC READY data because we test Grades 3-8 students early Spring as we prepare for SC READY)*	6. iReady Phonics Bootcamp during first semester to target students who need additional support in that domain. Turn off all other domains to maximize personal pathway lessons to focus only on Phonics. 7. Teachers use iReady winter data to work collaboratively to collect and analyze Phonemic Awareness and Phonics data to make instructional decisions for groups of students and individual students. They create action plans and plans to monitor how the work is going (fidelity checks and student outcome data). 8. Finally, iReady spring data will determine if we met our goal. LANGUAGE COMPREHENSION 1. K-2 implement Open Court Red Band to support comprehension. 2. Explicit Vocabulary Instructional Routines taught in PLC by Literacy Coach and follow up with Learning Walks and Collaborative Conversations. (Anne Archer – Explicit Instruction Chapter 3 Vocabulary, LETRS Volume 2 Unit 5 Vocabulary Instruction) 3. Teachers teach word learning strategies (iReady Tools for Instruction Vocabulary Lessons, LETRS Explicit Vocabulary Instruction Routine, Frayer Model, LETRS and Morphology activities, Open Court Word Analysis Routines, Interactive Word Games, etc.) 4. Teachers teach vocabulary in context as much as possible (Interactive Read Alouds, Shared Reading, Academic Text, Shared Writing, Novel Studies, etc.) 5. Teachers use iReady winter data to work collaboratively to collect and analyze Vocabulary Domain data to make instructional decisions for groups of students and individual students. They create action plans and plans to monitor how the work is going (fidelity checks and student outcome data). 6. Teachers use iReady winter data to work collaboratively to collect and analyze Informational Text Comprehension Domain data to make instructional decisions for content areas including social studies and science. 7. Finally, iReady spring data will determine if we met our goal.